DOCUMENT RESUME

ED 027 472

AC 003 845

Human Resources Research Office Bibliography of Publications as of 30 June 1968.
George Washington Univ., Alexandria, Va. Human Resources Research Office.
Pub Date Sep 68
Note-295p.
EDRS Price MF-$1.25 HC-$14.35
Descriptors-*Abstracts, Adult Learning, *Bibliographies, Electronics, Flight Training, Leadership Training, Military Personnel, *Military Training, Perception, *Research, Testing, *Training Techniques
Identifiers-*Human Resources Research Office

A bibliography has been compiled to provide as complete information as is feasible about research publications and by-products from the Human Resources Research Office (HumRRO). It includes abstracts for many items; key word out of context indexing; author indexes; and AD numbers, indicating items available to qualified users through the Defense Document Center (DDC) and, if appropriate, through the Clearinghouse for Federal Scientific and Technical Information. Publications bulletin (PB) numbers are to be found also as appropriate for items listed in DDC under the Publications Board code. The bibliography is organized into three main parts: the first, which is the list of fiscal year (FY) 1968 items; the second, which is a cumulative listing of all material for external distribution published by HumRRO since its inception; and the third section, which is a listing of research by-products and experimental materials. Two appendixes list HumRRO reports in the numbered series according to both the current and earlier reporting categories, and the research divisions that have been assigned to them and have resulted in at least one publication. (nl)

ED 027 472

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

HumRRO

Human Resources Research Office

Bibliography of Publications

As of 30 June 1968

AC003845

This document has been
approved for public release
and sale; its distribution
is unlimited.

September 1968
The George Washington University
HUMAN RESOURCES RESEARCH OFFICE

Human Resources Research Office

Bibliography of Publications

As of 30 June 1968

September 1968
The George Washington University
HUMAN RESOURCES RESEARCH OFFICE

The Human Resources Research Office is a nongovernmental agency of The George Washington University. The research reported in this Bibliography was conducted under contract with the Department of the Army (DA 44-188-ARO-2). HumRRO's mission for the Department of the Army is to conduct studies and research in the fields of training, motivation, and leadership.

Requests for information concerning items in the Bibliography or other aspects of HumRRO work should be addressed to the Director's Office or to the Director of Research of a division. The addresses are listed below.

Director, Human Resources Research Office, 300 North Washington Street, Alexandria, Va. 22314

Director of Research, HumRRO Division No. 1 (System Operations), 300 North Washington Street, Alexandria, Va. 22314

Director of Research, HumRRO Division No. 2 (Armor), Fort Knox, Ky. 40121

Director of Research, HumRRO Division No. 3 (Recruit Training), Post Office Box 5787, Presidio of Monterey, Calif. 93940

Director of Research, HumRRO Division No. 4 (Infantry), Post Office Box 2086, Fort Benning, Ga. 31905

Director of Research, HumRRO Division No. 5 (Air Defense), Post Office Box 6021, Fort Bliss, Tex. 79916

Director of Research, HumRRO Division No. 6 (Aviation), Post Office Box 428, Fort Rucker, Ala. 36360

Director of Research, HumRRO Division No. 7 (Language and Area Training), 300 North Washington Street, Alexandria, Va. 22314

The contents of this publication are not to be construed as an official Department of the Army position, unless so designated by other authorized documents.

Published
September 1968
by
The George Washington University
HUMAN RESOURCES RESEARCH OFFICE
300 North Washington Street
Alexandria, Virginia 22314
Distributed under the authority of the
Chief of Research and Development
Department of the Army
Washington, D.C. 20310

FOREWORD

The objectives of the Human Resources Research Office in research for the Department of the Army are to discover, develop, and apply human factors and social science principles and techniques so as to enhance the efficiency of both training and operational performance of military personnel. The chief product of such HumRRO work is information; thus, reporting the Army-supported research efforts to the military and technical civilian communities is a major endeavor.

To this end, the HumRRO *Bibliography of Publications, As of 30 June 1968* has been compiled to provide as complete an accumulation of information about HumRRO research reporting as possible. It supersedes earlier HumRRO bibliographies, including the *Bibliography of Publications, As of 30 June 1967*, and the *Interim Bibliography of Publications, 1 July to 31 December 1967*.

Research of the Human Resources Research Office, a nongovernmental agency of The George Washington University, was initiated under Army Contract DA 44-109-QM-650, effective 30 July 1951; from 1 January 1956, it was conducted under Army Contract DA 49-106-QM-1; starting 1 September 1961, the current Army Contract DA 44-188-ARO-2 became operational. HumRRO research for the Department of the Army is conducted under Project Numbers 2J024701A712 01, Training, Motivation, and Leadership Research, and 2J014501B74B 02, Basic Research.

DESCRIPTION OF THE BIBLIOGRAPHY

Purpose

The HumRRO *Bibliography of Publications, As of 30 June 1968*, has been compiled to provide as complete information as is feasible about HumRRO research publications and HumRRO research by-products. This information is intended for use by research and development personnel concerned with human factors problems, and operational personnel concerned with utilization of training and other research information and by-products. Researchers and users of Research and Development in the military services, other government agencies, and elsewhere concerned with training and other Human Factors Research and Development will find the Bibliography a useful aid in their work.

Scope

The FY 1968 Bibliography has been designed to serve as many reference requirements as possible. The reporting items issued during FY 1968 are listed separately as well as in the cumulative total output, so that the user may quickly identify new materials available. In addition to HumRRO-published reports, FY 1968 and cumulative lists include professional publications and presentations by staff members. Abstracts have been provided for many items. A comprehensive and descriptive listing of research by-products has been developed. KWOC and author indexes are included.

Information supplied includes AD numbers, indicating items available to qualified users through the Defense Documentation Center (DDC) and, if appropriate, through the Clearinghouse for Federal Scientific & Technical Information, U.S. Department of Commerce. Also, PB numbers are included as appropriate for items listed in DDC under the Publications Board code.

Organization

The Bibliography has been organized into three main parts, the first of which is the list of FY 1968 items. The publications are listed chronologically under the research code name (Work Unit) or under the type of research effort other than Work Unit (Exploratory Study, Basic Research, Technical Advisory Service) to which they relate, or under a General section if they are not directly related to a specific research effort or are related to several efforts. Part I also includes a supplementary listing of publications and presentations from earlier years that were issued in the HumRRO Professional Paper series during FY 1968.

Part II is a cumulative listing of all material for external distribution that has been published by HumRRO since its inception, including that published in FY 1968. Part II is arranged in the same order as Part I. Work Units are listed alphabetically, with current research—that is, Work Units included in the FY 1968 Work Program—indicated by the word "ongoing" after the code name. Exploratory Studies and Basic Research Studies are listed sequentially by number; Technical Advisory Service publications are arranged by date. Publications and presentations not specifically related to a single research effort, or those related to several efforts, are grouped chronologically under the General section.

Part III is a listing of research by-products and experimental materials. Included in this section are such items as documents, materiel, manuals, and other materials that may be suitable for adaptation for operational use. By-products range from specific training programs and technical manuals to training items for new equipment. They are briefly described under the research code names or general category to which they relate; if they originate in or with a publication, it is cited. If the information is available, reference is made to Army publication of the material.

Two appendices are included: Appendix A lists HumRRO reports in the numbered series according to both the current and earlier reporting categories, and papers in the numbered Professional Paper series. Appendix B lists the HumRRO research divisions and all the Work Units that have been assigned to them and have resulted in at least one publication.

Two indexes are also included, an author index and a key-word-out-of-context (KWOC) index. The KWOC index contains bibliographic titles alphabetized on the basis of key words contained in the title. With this index the reader may locate items on topics that interest him by framing a question, extracting from it the key words, looking up the titles containing the key words or their synonyms, and using the reference code with the title to locate the citation in the Bibliography.

NOTES

Current designations for the HumRRO divisions are used in the Bibliography, without reference to name changes that have occurred over the years.

The publications of two divisions that are no longer operational are included: the Motivation, Morale, and Leadership Division was terminated in 1955 and the Psychological Warfare Division was terminated in 1956. Requests for information concerning publications of these divisions should be addressed to Director's Office, HumRRO.

The psychological associations frequently mentioned in the Bibliography, and the abbreviations used for them, are: American Psychological Association (APA), Eastern Psychological Association (EPA), Midwestern Psychological Association (MPA), Rocky Mountain Psychological Association (RMPA), Southeastern Psychological Association (SEPA), Southwestern Psychological Association (SWPA), and Western Psychological Association (WPA). The APA meets in September; all the other associations, in the spring.

Military personnel assigned in support of a research effort occasionally appear as one of the authors of an item; no special note has been made where this is the case.

CONTENTS

	Section	Page
Part I: Publications and Presentations During FY 1968	A	3
Part II: Cumulative Listing of Publications and Presentations		
Work Units	B	13
Exploratory Studies	C	169
Basic Research Studies	D	177
Technical Advisory Service	E	185
General (Items Not Directly Related to Specific Elements in the Work Program or Items Related to Several Elements)	F	189
Part III: Research By-Products		209
Appendices		
A Reports and Professional Papers by Number		229
B Work Units by Division		237
Indexes		
Author Index		245
Key-Word-Out-Of-Context (KWOC) Index		249
Description of the KWOC Index		249
Key-Word-Out-Of-Context Index		251

Part I: Publications and Presentations During FY 1968

Work Units

AREA (Division No. 7) Sub-Unit

"The Need for Innovative Approaches for Training in Cross-Cultural Interaction," by Arthur J. Hoehn, paper for American Psychological Association convention, Washington, September 1967; revised version under the title, *The Need for Innovative Approaches for Training in Inter-Cultural Interaction*, issued as Professional Paper 9-68, 10 pp., March 1968. AD-667 821

Some Resources for Area Training, Technical Report 67-11, by Robert J. Foster and David T. O'Nan, 119 pp., September 1967. AD-660 057 I

"Live Simulation of Affect-Laden Cultural Cognitions," by Jack Danielian, *J. Conflict Resolution*, vol. XI, no. 3, September 1967; issued as Professional Paper 49-67, 15 pp., November 1967. AD-665 035 II

CENTER (Division No. 3)

Preliminary Study of Motivation and Incentives in Basic Combat Training, Technical Report 68-6, by Hilton Bialek and Michael McNeil, 12 pp., May 1968. AD-670 744

CONTACT (Division No. 7)

"The Development and Test of a Special Purpose Foreign Language Training Concept," by Eugene H. Rocklyn, *International Rev. of Applied Linguistics*, vol. V, no. 1, March 1967.

ECHO (Division No. 6)

"Inflight Performance After Zero, Ten, or Twenty Hours of Synthetic Instrument Flight Training," by Robert N. Isley, paper for annual meeting of Alabama Psychological Association, Birmingham, Ala., May 1968; issued as Professional Paper 23-68, 16 pp., June 1968. IV

The Captive Helicopter as a Training Device: Experimental Evaluation of a Concept, Technical Report 68-9, by Paul W. Caro, Jr., Robert N. Isley, and Oran B. Jolley, 47 pp., June 1968. AD-673 436 II

IMPACT (Division No. 1)

"The Development and Maintenance of Optimal Learning Conditions," by Robert J. Seidel, paper for symposium at American Psychological Association convention, Washington, September 1967; issued under the title, *A General Systems Approach to the Development and Maintenance of Optimal Learning Conditions*, as Professional Paper 1-68, 22 pp., January 1968. AD-665 274

"Comment on Schurdak's 'An Approach to the Use of Computers in the Instructional Process and an Evaluation'," by Felix F. Kopstein and Robert J. Seidel, *Amer. Educ. Res. J.*, vol. IV, no. 4, November 1967.

LEAD (Division No. 4)

"Combat Patrols," by LTC F.L. Brown (USA, Ret.), *Infantry*, vol. 58, no. 1, January-February 1968. I

MALT (Division No. 7) Sub-Unit

✓ "A Short Vietnamese Language Program: Training Course and Research Vehicle," by Alfred I. Fiks, *International Rev. of Applied Linguistics*, vol. VI, no. 4, December 1966; issued as Professional Paper 4-68, 23 pp., February 1968. AD-665 217

MANICON (Division No. 5)

"A Concept of the Role of Man in Automated Systems," by William H. Melching, paper for annual meeting of Southwestern Psychological Association, New Orleans, La., April 1968; issued as Professional Paper 14-68, 8 pp., May 1968. AD-671 128

MBT (Division No. 2)

Crew Duties and Tasks for Operation of the M551, Research By-Product by R.E. Kraemer, 272 pp., March 1968.

METHOD (Division No. 1)

The Application of Theoretical Factors in Teaching Problem Solving by Programed Instruction, Technical Report 68-4, by Robert J. Seidel and Harold G. Hunter, 68 pp., April 1968. AD-669 281 II

NCO (Division No. 3)

✓ "A Program for Developing Potential Noncommissioned Officers," by Morris Showel, paper for NATO Conference on Manpower Research in the Defense Context, London, England, August 1967; issued as Professional Paper 45-67, 13 pp., October 1967; based on a paper for Inter-University Seminar on Armed Forces and Society, University of Chicago, June 1967. AD-663 784

✓ *Evaluation of Three Experimental Systems for Noncommissioned Officer Training*, Technical Report 67-12, by Paul D. Hood, Morris Showel, and Edward S. Stewart, 58 pp., September 1967. AD-661 613 III

OFFTRAIN (Division No. 4)

"Leadership in Small Military Units," by T.O. Jacobs, paper for Fourth International Congress on Applied Military Psychology, The Hague, The Netherlands, September 1967.

REFILL (Division No. 7)

"Course Density and Student Perception," by A.I. Fiks and J.P. Corbino, *Language Learning*, vol. XVII, nos. 1-2, 1967; issued as Professional Paper 44-67, 8 pp., October 1967. AD-660 075

✓ *Modern Approaches to Foreign Language Training: A Survey of Current Practices*, Technical Report 67-15, by George H. Brown and Alfred I. Fiks, 165 pp., December 1967. AD-665 023

RIFLEMAN (Division No. 4)

"Military Discipline and the Soldier," by COL Henry E. Kelly (USA, Ret.), *Infantry*, vol. 58, no. 3, May-June 1968.

ROCOM (Division No. 4)

"Infantry Platoon Leaders: A Changing Picture of Leadership," by COL Arthur J. DeLuca (USA, Ret.), *Infantry*, vol. 57, no. 5, September-October 1967.

✓ *Training Requirements for the General Military Science Curriculum of the Army ROTC Program*, Technical Report 67-16, by Theodore R. Powers, Harry Kotses, and Arthur J. DeLuca, 60 pp., December 1967. AD-665 034 I

SKYFIRE (Division No. 5) Sub-Unit

✓ *Studies on Training Ground Observers to Estimate Range to Aerial Targets,* Technical Report 68-5, by Michael R. McCluskey, A.D. Wright, and E.W. Frederickson, 58 pp., May 1968. AD-669 963

SOJOURN (Division No. 7)

"Some Guides to Interpretation of the Figures on School Enrollment Among Americans Overseas in the 1960 Census of Population," by Harley M. Upchurch, paper for annual meeting of American Statistical Association, Washington, December 1967; issued under the title, *Some Guides to Interpretation of School Enrollment Figures Among Americans Overseas in the 1960 Census,* as Professional Paper 8-68, 12 pp., March 1968. AD-667 822

SPECTRUM (Division No. 3)

Differential Approaches to Training, Professional Paper 47-67, by John D. Taylor and Wayne L. Fox, 12 pp., November 1967; based on paper for NATO Conference on Manpower Research in the Defense Context, London, England, August 1967, and on paper, "Adaptation of Training to Individual Differences," for symposium at American Psychological Association convention, Washington, September 1967. AD-665 056

Development of Two Automated Programs for Teaching Military Justice to Men of Various Aptitude Levels, Technical Report 68-8, by Morris Showel, 32 pp., June 1968. AD-673 038 I

SPUR (Division No. 5)

The Effects of Group Competition Upon Student Performance, Technical Report 68-7, by Albert L. Kubala and Harold E. Christensen, 44 pp., June 1968. I

STAR (Division No. 5)

✓ *A Classroom Method of Training Aircraft Recognition,* Technical Report 68-1, by Paul G. Whitmore, John A. Cox, and Don J. Friel, 36 pp., January 1968. AD-666 093 I

STRANGER (Division No. 3)

✓ *Retention of Military Skills Acquired in Basic Combat Training,* Technical Report 67-13, by Robert D. McDonald, 15 pp., December 1967. AD-663 785 I

TRAINFIRE (Division No. 4)

"Control of Combat Rifle Fire," by COL Henry E. Kelly (USA, Ret.), *Infantry,* vol. 57, no. 4, July-August 1967. II

TRANSITION (Division No. 3)

"A Follow-up Study of the Performance of Army Recruits in Their First Tour," briefing by John S. Caylor and Howard H. McFann, to Deputy Chief of Staff for Personnel, Department of the Army, and to Deputy Chief of Staff for Personnel, U.S. Continental Army Command, October 1967; issued as Professional Paper 10-68, 12 pp., April 1968. AD-668 844 II

Exploratory Studies

Exploratory Study 27 (Division No. 3)

Visual Detection, Identification, and Localization: An Annotated Bibliography, Technical Report 68-2, by Bernard Lyman, 122 pp., February 1968. AD-667 500

Exploratory Study 38 (Division No. 6)

"Statements of Career Intentions: Their Relationship to Military Retention Problems," by H. Alton Boyd, Jr., and Wiley R. Boyles, paper for annual meeting of Alabama Psychological Association, Birmingham, Ala., May 1968.

Exploratory Study 40 (Division No. 7)

"Human Factors in the Operation of U.S. Military Units Augmented With Indigenous Troops," by John W. McCrary, paper for 13th Annual Army Human Factors Research and Development Conference, Fort Monmouth, N.J., October 1967; issued as Professional Paper 48-67, 8 pp., November 1967. AD-665 022

Exploratory Study 50 (Division No. 6)

"Background and Situational Confidence: Their Relation to Performance Effectiveness," by Wiley R. Boyles, paper for annual meeting of Alabama Psychological Association, Birmingham, Ala., May 1968; issued as Professional Paper 22-68, 16 pp., June 1968. AD-674 943

"A Preliminary Application of the Critical Incident Technique to Combat Performance of Army Aviators," by Peter R. Prunkl and Wiley R. Boyles, paper for annual meeting of Alabama Psychological Association, Birmingham, Ala., May 1968; issued as Professional Paper 24-68, 12 pp., June 1968.

Exploratory Study 51 (Division No. 4)

Simulation of Organizations: An Annotated Bibliography, Technical Report 67-14, by Jon E. Roeckelein, 57 pp., December 1967. AD-664 861

Exploratory Study 61 (Division No. 6)

"A View of Man's Role and Function in a Complex System," by Francis H. Thomas, paper for annual meeting of Alabama Psychological Association, Birmingham, Ala., May 1968; issued as Professional Paper 25-68, 12 pp., June 1968.

Basic Research Studies

Basic Research 8 (Division No. 2)

"The Effect of Unidirectional Primary Word Associations on A-B, C-A Paired-Associate Transfer," by Richard M. Schulman, *Psychonomic Sci.*, vol. 8, no. 8, July 1967; issued as Professional Paper 3-68, 5 pp., January 1968. AD-673 328

"A Comparison of Constrained and Random Metric Figures in Paired-Associates Learning," by Richard A. Kulp, *Psychonomic Sci.*, vol. 8, no. 12, 1967; issued as Professional Paper 42-67, 4 pp., September 1967. AD-664 396

"Paired-Associate Transfer as a Function of Ability Level in the A-B, C-A and A-B, B-C Paradigms," by Richard M. Schulman, *Psychol. Rep.*, vol. 22, no. 1, February 1968; issued as Professional Paper 11-68, 10 pp., April 1968. AD-669 007

Basic Research 16 (Division No. 5)

"Knowledge of Results in Schematic Concept Formation," by A.D. Wright and T.R. Dixon, paper for annual meeting of Southwestern Psychological Association, New Orleans, La., April 1968; issued as Professional Paper 17-68, 8 pp., June 1968. AD-672 853

Basic Research 18 (Division No. 2)

Review of Concepts and Literature on Contingency Management, Professional Paper 15-68, by Barrie Cassileth, 13 pp., June 1968. AD-672 484

Technical Advisory Service

✓ *Flight Evaluation Procedures and Quality Control of Training*, Technical Report 68-3, by Paul W. Caro, Jr., 32 pp., March 1968. (Div. 6) AD-667 512

Instructor's Guide to Performance Counseling, Research By-Product by Joseph A. Olmstead, 21 pp., March 1968. (Div. 4)

General[1]

Technical Manuals for Maintenance Support: A Maintenance Rationale, Some Research Findings, and *Some Projections*, Professional Paper 37-67, by C.D. Fink, 14 pp., August 1967; based on a paper for AMC Maintenance Manual Council, Fort Knox, Ky., June 1967. (Div. 1) (see General) AD-659 079

✓ "Simulation in Training and Education," by Meredith P. Crawford, paper for NATO Symposium on the Simulation of Human Behavior, Paris, France, July 1967; issued as Professional Paper 40-67, 19 pp., September 1967. (Dir. Off.) AD-660 013

"The Human Factor in Army Aviation," by Wallace W. Prophet, *Aviation Dig.*, vol. 13, no. 8, August 1967; issued as Professional Paper 43-67, 5 pp., September 1967. (Div. 6) AD-660 076

✓ "Guidelines for Manpower Training as Developed by the Human Resources Research Office," by William A. McClelland and J. Daniel Lyons, paper for annual meeting of Highway Research Board, Washington, January 1968. (Dir. Off.)

Utilization of Behavioral Science Research in a Large, Operational System, Professional Paper 7-68, by William A. McClelland with the technical assistance of Angela D. Bentz, 7 pp., March 1968; based on a paper for Conference on Social Research and Military Management of the Inter-University Seminar on Armed Forces and Society, University of Chicago, June 1967. (Dir. Off.) AD-667 631

"Individualization of Instruction—Issues and Problems," by Robert G. Smith, Jr., paper for National Society for Programmed Instruction convention, San Antonio, Tex., April 1968. (Dir. Off.)

"The Role of the Technical Editor in His Professional Development," by Lola M. Zook, paper for symposium at International Technical Communications Conference, Society of Technical Writers and Publishers, Los Angeles, May 1968; issued as Professional Paper 19-68, 12 pp., June 1968. (Dir. Off.) AD-673 435

---

[1] Items in this section either are not directly related to specific elements of the Work Program, or are related to several elements.

From Research to Practice in Electronics Maintenance Training, Professional Paper 21-68, by W.A. McClelland, 10 pp., June 1968; based on a paper for USCONARC School Curriculum Conference, Fort Knox, Ky., February 1967. (Dir. Off.)

> In addition to the preceding items that were published or presented during FY 1968 for the first time, a number of presentations and articles listed in the Bibliography in previous years were published during FY 1968 in the form of HumRRO Professional Papers. This was done to make these items more readily available, in view of their continuing interest and relevance to research or operations.

Some Effects of Differential Pretask Instructions on Auditory Vigilance Performance, Professional Paper 34-67, by G.L. Neal, 8 pp., July 1967; previously listed as paper for annual meeting of Southwestern Psychological Association, Houston, Tex., April 1967. (Div. 5) (see Exploratory Study 54) AD-656 942

The Functional Context Method of Instruction, Professional Paper 35-67, by Harry A. Shoemaker, 7 pp., July 1967; previously listed as published in *IRE Transactions on Education,* vol. E-3, no. 2, June 1960. (Div. 1) (see REPAIR) AD-656 939

The Process of Cross-Cultural Innovation, Professional Paper 36-67, by Arthur H. Niehoff and J. Charnel Anderson, 18 pp., August 1967; previously listed as published in *International Develpm. Rev.,* vol. VI, no. 2, June 1964. (Div. 7) (see CIVIC) AD-659 038

Paired-Associate Transfer for the A-B, C-A and the A-B, B-C Paradigms, Professional Paper 38-67, by Richard M. Schulman, 10 pp., August 1967; previously listed under the title, "Paired-Associate Transfer Between CVCs for the A-B, C-A and the A-B, B-C Paradigms Following a Low Degree of List I Learning," as paper for annual meeting of Eastern Psychological Association, Boston, April 1967; and published in *Psychol. Rep.,* vol. 20, no. 3, Part 2, June 1967. (Div. 2) (see Basic Research 8) AD-658 752

Simulation Exercises in Area Training, Professional Paper 39-67, by Edward C. Stewart, 8 pp., September 1967; previously listed as paper for 11th Annual Army Human Factors Research and Development Conference, Fort Bragg, N.C., October 1965. (Div. 7) (see AREA) AD-660 012

Development of a Short, Practical, Programed Vietnamese Course, Professional Paper 41-67, by Alfred I. Fiks, 9 pp., September 1967; previously listed as paper for 11th Annual Army Human Factors Research and Development Conference, Fort Bragg, N.C., October 1965. (Div. 7) (see MALT) AD-660 740

"Effects of Amount of Interpolated Activity in Short-Term Memory," by Richard A. Kulp, *Psychol. Rep.,* vol. 21, no. 2, October 1967; issued as Professional Paper 46-67, 9 pp., October 1967; previously listed as paper for annual meeting of Midwestern Psychological Association, Chicago, May 1967. (Div. 2) (see Basic Research 8) AD-663 862

The Simulation of Cross-Cultural Communication, Professional Paper 50-67, by Edward C. Stewart, 26 pp., December 1967; previously listed as paper for symposium of the German Development Institute, Berlin, Germany, March 1966. (Div. 7) (see AREA) AD-665 053

Human Performance in the Cold, Professional Paper 2-68, by William F. Fox, 21 pp., January 1968; previously listed as published in *Human Factors,* vol. 9, no. 3, June 1967. (Div. 4) (see Technical Advisory Service) AD-665 213

Leadership at Senior Levels of Command, Professional Paper 5-68, by Joseph A. Olmstead, 7 pp., February 1968; previously listed as paper for meeting of Georgia Psychological Association, Jekyll Island, Ga., February 1965. (Div. 4) (see HIGHLEAD) AD-666 070

Collected Papers Prepared Under Work Unit ENDORSE: Effects of Controlled Isolation on Performance, Presentations and Papers, 1958-1961, Professional Paper 6-68, 40 pp., February 1968. (Div. 3) (see ENDORSE) AD-667 630

Collected Papers Prepared Under Work Unit ARMORNITE: Human Factors in Armor Operations Under Conditions of Limited Visibility, Professional Paper 12-68, 33 pp., May 1968. (Div. 2) (see ARMORNITE)

Learning Theory and Research Paradigms Applied to Training Research: Some Dissonances, Professional Paper 13-68, by Eugene F. MacCaslin and Eugene A. Cogan, 6 pp., May 1968; previously listed as paper for American Psychological Association convention, Los Angeles, September 1964. (Div. 1) (see General) AD-671 060

Collected Papers Prepared Under Work Unit FORECAST: Development of a Method of Forecasting Training Demands Imposed by New Electronic Weapon Systems, Professional Paper 16-68, 41 pp., June 1968. (Div. 1) (see FORECAST) AD-673 026

Collected Papers Prepared Under Work Unit LIFT: Army Aviation Helicopter Pilot Training, Presentations and Papers, 1959-1964, Professional Paper 18-68, 25 pp., June 1968. (Div. 6) (see LIFT) AD-673 936

Collected Papers Prepared Under Work Unit RADAR: Training of Radar Operators and Maintenance Personnel, Presentations and Papers, 1955-1957, Professional Paper 20-68, 38 pp., June 1968. (Div. 5) (see RADAR) AD-674 165

Part II: Cumulative Listing of Publications and Presentations

10/11

WORK UNITS

AAA–Division No. 3 (Recruit Training)

Sub-Unit

Factors Affecting Efficiency and Morale in Antiaircraft Artillery Batteries

"Battery Effectiveness: Assessment of Comparative Performance," by Francis H. Palmer and Thomas I. Myers, *Antiaircraft J.*, November-December 1954.

This article describes the development of realistic measures to identify highly efficient and less efficient antiaircraft batteries and discusses the extent to which the several measures of performance are related. Under specific discussion are range of radar pickup, firing range scores, radar maintenance, artillery maintenance, defense commander's rating, and adverse personnel actions.

"Crew Description Dimensions and Radar Crew Effectiveness," by Thomas I. Myers and Francis H. Palmer, paper for American Psychological Association convention, September 1955.

This paper presents results pertaining to the group dimensions variables Harmony, Intimacy, Procedural Clarity, and Stratification of the Ohio State University's Crew Dimensions Description Questionnaire. It was shown that the four CDDQ scales are generally reliable; that with one exception the dimensions were empirically independent; and that leader and follower agreement was high on Procedural Clarity and Stratification but not on Harmony and Intimacy. The leader's stratification rating of the crew correlated highly with group effectiveness.

"Sociometric Choices and Group Productivity Among Radar Crews," by Francis H. Palmer and Thomas I. Myers, paper for American Psychological Association convention, September 1955.

Radar crews of 8 to 13 men, from 40 antiaircraft batteries, were studied. Each crew consisted of three status individuals and subordinate members whose primary roles were operation of the equipment. The complex team process of identifying, acquiring, and locking-on an aerial target is the crucial point in battery effectiveness. The measure of productivity was the average range of pickup for each of the 40 crews over a three-month period of locking-on targets during 104 air strikes. Sociometric scores determined for each unit were a total score, a score for status individuals, and a score for subordinates. As measured in this study, social interaction was negatively related to group productivity.

"Leadership and Group Achievement," by Francis H. Palmer, *Adult Leadership*, vol. 5, no. 2, June 1956.

This article discusses research on leadership and leader training as related to multiple group goals and performance in the achievement of those goals. Although relating research in a military setting, some implications for nonmilitary contexts are included.

ACCIDENT—Motivation, Morale, and Leadership Division

Sub-Unit

Studies of Morale and Motivation Factors Influencing Effectiveness of Individual Soldiers: Off-Duty Driver Accidents

Army Accident Reporting: Results of Some Exploratory Interviews, **interim report by Berton Winograd, September 1954.**

AD-488 404

ACHILLES—Division No. 5 (Air Defense)

An Evaluation of the Maintenance Proficiency of Fire Control System Technicians

"On the Relationship Between Electronics Maintenance Proficiency and the Retention of Theory Oriented Electronic Information," by P.G. Whitmore, Jr., and W.L. Williams, Jr., paper read at meeting of APA, 1958.

A job sample performance test and a written test covering the Nike-Ajax IFC technicians' course were administered to 91 technicians immediately after graduation and to 98 with experience beyond graduation. Performance test scores increased as experience increased while written (theory oriented) test scores decreased. This decrease and the low correlations between written and performance test scores (for both groups) suggest that a portion of course content is irrelevant to the job. A drop in the electronic aptitude-maintenance proficiency correlation from the inexperienced to the experienced group suggests the need for job validated rather than training validated aptitude measures.

The Development and Use of a Performance Test as a Basis for Comparing Technicians With and Without Field Experience: The NIKE AJAX IFC Maintenance Technician, **Technical Report 52, by W.L. Williams, Jr., and Paul G. Whitmore, Jr., January 1959.**

PB-139666 AD-212 663

To evaluate technical training courses given Nike-Ajax IFC maintenance technicians, two tests were developed: (a) a performance test, including troubleshooting and adjustment operations on a Nike-Ajax IFC system, and removal and replacement of a soldered-in component; (b) a written test, measuring retention of knowledges acquired by the technicians during school training. The tests were administered to 91 inexperienced and 18 package-trained technicians, and to 98 technicians with field experience (average, 19 months). The groups were compared on performance and on knowledge retained, using the inexperienced group's scores as baselines. With more field experience, performance scores increased and written scores decreased. The written and performance total scores and subscores showed little relationship, although the subtests of each test were highly interrelated. Most technicians at all experience levels failed to use good soldering techniques.

A General Note on the Development and Use of Job Performance Tests and a Detailed Description of Performance Tests for NIKE IFC Technicians, **Research Memorandum by W.L. Williams, Jr., and Paul G. Whitmore, Jr., March 1959.** **AD-478 735L**

The development and utilization of performance tests within the context of technical training, and the content and administrative procedures of a series of performance tests developed for Nike IFC maintenance technicians are described.

Research By-Products resulting from this research effort are listed in Part III.

ACROSS-RETURN—Psychological Warfare Division

Evaluation of Effects of Intercultural Contact Between U.S. Army Personnel and Their Dependents and Foreign Nationals

Some Effects of Overseas Duty on the Attitudes of American Troops Toward Host Populations, **Staff Memorandum by Milton Jacobs and Louis Schatz, June 1954.** **AD-480 317**

ACTION–Division No. 4 (Infantry) (Ongoing) Sub-Unit

Research for Improvement of Infantry Stability Operations Training

"A Second Look at Vietnam," by LTC George J. Magner (USA Ret.), *Infantry*, vol. 59, no. 3, May-June 1967.

ADCIVA–Motivation, Morale, and Leadership Division

Studies of Psychological Adjustment to the Requirements of Military Life: Factors in Recruits' Adjustment

An Experimental Study of Modifications in Factors Influencing Recruits' Adjustment to the Army, **Subcontractor's report by Richard Christie, Richard Maisel, Wallace Mandell, Irving A. Taylor, and Harold E. Yuker, 1954 (Subcontractor: Research Center for Human Relations, New York University).** **AD-479 345**

Transition From Civilian to Army Life, **Technical Report 13, by Richard Christie, summarized by H.G. Osburn, October 1954 (Subcontractor: Research Center for Human Relations, New York University).** **PB-116803 AD-58 040**

A group of 555 men was chosen at random from among inductees at Fort Dix to study whether the success of transition from civilian to Army life is influenced by (a) reduced contact with family and civilian friends, (b) assignment to squads of high cohesiveness, (c) participation in positions of responsibility and leadership, and (d) instruction in techniques of adjustment to Army life. The results of the study confirm the hypothesis that (for single men) training far from home increases likelihood of successful adjustment to Army life. Hypotheses concerning the other three factors were not confirmed.

ANSCALE—Division No. 1 (System Operations)

Sub-Unit

Development of an Anxiety Scale for Use in Army Training Research

***Anxiety Scales for Use in Army Training Research*, Staff Memorandum by Joseph C. Hammock, June 1954.** AD-480 314

The adaption for military use of two forms of the A-Scale—the original true-false version of the Taylor Anxiety Scale, and a forced-choice modification constructed by Heineman—is described, and the procedure used in adapting them is presented. Data are then provided concerning some characteristics of the new scales, including norms for a basic training sample and reliability and "susceptibility to biased responding" for groups of different general aptitude. Copies of the revised scales are included.

APTITUDE—Division No. 2 (Armor)

Basic Training Achievement in Infantry Squads With Controlled Aptitude

***Training Achievement in Basic Combat Squads With Controlled Aptitude*, Technical Report 16, by Donald C. Findlay, Seymour M. Matyas, and Hermann Rogge III, January 1955.** PB-118877 AD-73 777

This study was designed to test (a) a method of raising the performance of basic trainees of below average intelligence, and (b) a method of raising the motivation-to-learn of trainees of all aptitudes. Low-aptitude men appeared not to benefit from training with high-aptitude men; their performance varied little, regardless of the number of high-aptitude men in the squad. However, squad competition and rewards decidedly increased the motivation-to-learn of trainees of all aptitudes, bringing low-aptitude men above the proficiency of average men in squads lacking incentive.

"Ability Grouping in Army Basic Combat Training," by Donald C. Findlay, Seymour M. Matyas, and Hermann Rogge III, *J. Appl. Psychol.*, vol. 40, no. 6, December 1956.

This study investigated the effectiveness of heterogeneous ability grouping as a method of increasing proficiency in Army Basic Combat Training. In each of two companies, low-ability trainees were trained under three conditions of ability grouping. One group of low-ability men trained in squads containing only low-ability men (low), one group in squads containing high- and medium-ability men also (low-medium-high), and one group in squads containing high men also (low-high). In spite of a system of competition that made privileges dependent on squad performance, a proficiency test given at the end of eight weeks of training failed to show a significant difference between the learning of low-ability men who had high-aptitude men in their squads and those who did not. Achievement at all ability levels was unusually high, but low men who were trained in squads by themselves were just as proficient as low men who were trained in squads with higher ability men.

AREA—Division No. 7 (Language and Area Training) (Ongoing) Sub-Unit
Development of Concepts and Techniques for Area Training

Cross-Cultural Problems of U.S. Army Personnel in Laos and Their Implications for Area Training, Research Memorandum by Alfred J. Kraemer and Edward C. Stewart, 20 pp., September 1964 (For Official Use Only). AD-450 364 I

"American Advisors Overseas," by Edward C. Stewart, *Military Rev.*, vol. XLV, no. 2, February 1965. AD-623 040

Examples of Cross-Cultural Problems Encountered by Americans Working Overseas: An Instructor's Handbook, by Robert J. Foster, 111 pp., May 1965. AD-465 043 I

This handbook is designed to aid instructors in area training programs to give meaning and impact to their lectures by presenting real-life examples drawn from published and unpublished sources such as textbooks, case studies, and interviews. The examples are classified into seven categories of cross-cultural problems, and as an additional breakdown, cross-indexed by technical specialty, geographic location, and American values critical to effectiveness overseas. An extensive list of references is included to provide additional source and background material as well as to enable the reader to examine an illustration in context. For ease of handling and rearranging, the examples are printed for cutting into 5 x 7 cards.

"Simulation Exercises in Area Training," by Edward C. Stewart, paper for 11th Annual Army Human Factors Research and Development Conference, Fort Bragg, N.C., October 1965; issued as Professional Paper 39-67, 14 pp., September 1967. AD-660 012

Special techniques and content are being developed to supplement current area training programs. Simulation was chosen as the technique, and exercises were developed whose content emphasized the American culture and the foreign, host culture. These evolved as a confrontation between American cultural assumptions and values and a contrasting set, conceived for training and research purposes only, called contrast-American assumptions and values. When accompanied by appropriate introduction and critique, these exercises hold promise of achieving their training objectives.

"The Simulation of Cross-Cultural Communication," by Edward C. Stewart, paper for symposium of the German Development Institute, Berlin, Germany, March 1966; issued as Professional Paper 50-67, 26 pp., December 1967. AD-665 053 II

This paper describes the development of a cross-cultural simulation, the idea of the "contrast American", and the conceptualization of cultural differences in terms of dimensions. The theories behind these concepts are discussed in depth. Excerpts are given of recordings made of two simulation encounters between an American advisor and the contrast American. The intent of the work in simulation is to (a) increase the American's cultural self-understanding; (b) provide him with concepts that will aid him in the observation and classification of other cultures; and (c) present to him culture and cultural differences at an interpersonal, rather than an abstract, level.

"New Perspectives in Training and Assessment of Overseas Personnel," by Jack Danielian and Edward C. Stewart, paper for First Counterinsurgency Research and Development Symposium, Institute for Defense Analyses, Arlington, Va., June 1966; issued as Professional Paper 6-67, 14 pp., February 1967. AD-649 865 II

Lack of knowledge of what constitutes successful performance in paramilitary roles abroad is a major barrier to developing valid selection procedures or appropriate training techniques. One approach to the problem is to focus on and attempt to cultivate individual qualities of personnel as elicited in a live simulated advisory situation. Using trained foreign participants in prepared role-playing scripts, a simulated cross-cultural encounter was constructed which provided a realistic face-to-face encounter with a counterpart. In addition, the simulation permitted the conceptualization of a number of interrelated intervening criteria susceptible to measurement and useful to assessing the performance of the trainee. It is concluded that the specific discovery potential and heuristic value of the technique are distinct assets in this new area of research.

***An Analysis of Human Relations Training and Its Implications for Overseas Performance,* Technical Report 66-15, by Robert J. Foster and Jack Danielian, 40 pp., August 1966.** AD-639 611 I

Evidence indicates that the nature of overseas work requires an increased emphasis on the people-related functions of job performance. The importance of these functions is further accentuated by the contrast between American and non-American values, assumptions, and perceptions, upon which effective communications and interpersonal behavior depend. Existing knowledge and experience in human relations training is reviewed in order to determine its relevance to preparing personnel for the cross-cultural aspects of overseas assignments. The training techniques of training groups (T-groups), role-playing, and case study are examined. Each is treated with respect to (a) a general description, (b) evidence as to its effectiveness, (c) its applications in area training, and (d) possible modifications for its use in training people for overseas work.

"An Approach to Cultural Self-Awareness," by Edward C. Stewart and John B. Pryle, paper for American Psychological Association Convention, New York, September 1966; issued as Professional Paper 14-66, 11 pp., December 1966. AD-646 980

An approach for training Americans to work overseas is outlined. It is very important that the American understand himself as well as the people in another culture since communication between them invokes the personal and cultural predispositions of both. Various concepts for constructing a schemata of American culture with which trainees could identify as individuals are discussed. Role-playing exercises may be used to simulate cross-cultural communication between Americans and the idealized type of Contrast American.

"The Simulation of Cultural Differences," by Edward C. Stewart, *J. Communication*, vol. XVI, no. 4, December 1966; issued as Professional Paper 19-67, 16 pp., April 1967. AD-652 084 II

This paper describes aspects of work in area studies—the development of simulation, the concept of the "contrast American," and the conceptualization of culture and cultural differences in terms of dimensions. The intent of the work is threefold: (a) to increase the American's understanding of himself as a cultural being; (b) to provide him with concepts facilitating observations and classifications of any other culture to which he may go; and (c) to present to him culture and cultural differences at the interpersonal level rather than at an exotic or abstract level. These techniques have been tested in cross-cultural training and in the training for cross-cultural interaction.

"The Need for Innovative Approaches for Training in Cross-Cultural Interaction," by Arthur J. Hoehn, paper for American Psychological Association convention, Washington, September 1967; revised version under the title, *The Need for Innovative Approaches for Training in Inter-Cultural Interaction*, issued as Professional Paper 9-68, 10 pp., March 1968. AD-667 821

There is growing acceptance of the view that personnel being assigned overseas require some special preparation for the inter-cultural aspects of such assignments. At present such training generally takes the form of short pre-departure orientation programs designed to provide a fund of relevant information. This paper points to the limitations of such an approach, suggests some of the alternative objectives of inter-cultural training, describes some current efforts toward new techniques, and points to the need for empirical assessment of the training value of the new approaches and techniques.

Some Resources for Area Training, **Technical Report 67-11, by Robert J. Foster and David T. O'Nan, 119 pp., September 1967.** **AD-660 057** I

This report lists resources that may be useful to individuals responsible for area training programs, especially if the trainees are being sent to developing nations. Part I gives descriptions, source data, and evaluative information about films likely to be of more than average value in area training. It also contains items concerned with technical assistance, development, social change, and cross-cultural communication. Part II lists some novels that capture the attitudes, feelings, and aspirations of other cultures. The first two parts are classified primarily by cultural-geographic areas and by country. Part III is an annotated list of readings which describe and analyze American values in ways that may enable the reader to become more sensitive to the values and assumptions which determine his behavior. Part IV describes several organizations and publications other than novels or movies which provide information about sources of area training materials.

"Live Simulation of Affect-Laden Cultural Cognitions," by Jack Danielian, ***J. Conflict Resolution,*** **vol. XI, no. 3, September 1967; issued as Professional Paper 49-67, 15 pp., November 1967.** **AD-665 035** II

As part of a research study to develop new concepts and techniques for area training, the construction of cross-cultural simulation exercises was guided by a model using culturally derived values and assumptions as the significant variables. The model is cognitive-functional and the overall perspective sociopsychological. Excerpts from live simulated cross-cultural encounters involving Americans and "Contrast Americans" provide examples of how basic cultural assumptions and core values can be effectively contrasted under controlled conditions. Implications for training are discussed.

Research By-Products resulting from this research effort are listed in Part III.

ARMORCOM—Division No. 2 (Armor)

Improvement of the Communications Proficiency of Armor Personnel

Simplification of the Panel Layout on Standard Series Tank Radios, Special Report 9, by Boyd L. Mathers, July 1957. PB-132401 AD-139 056 I

The control panel of the standard series tank radio was modified in certain minor ways to evaluate the effect on operator performance. Armor trainees were trained and tested on sets with the eight most important controls coded in one of three ways: (a) painted a single distinctive color, (b) painted three different colors according to their function, or (c) numbered according to their order of use. Performance of these trainees was compared with that of control groups trained and tested on standard sets. Recommendation is made for coding the controls on tank radios.

Research By-Products resulting from this research effort are listed in Part III.

ARMORNITE–Division No. 2 (Armor) Sub-Unit

Human Factors in Armor Operations Under Conditions of Limited Visibility[1]

"Test-Retest Reliability of an Experimental Model of a Vision Tester for Armed Forces Use," by Howard C. Olson, paper for 34th meeting of the Armed Forces-National Research Council, Vision Committee, April 1954.

★ Two groups of enlisted men, totaling 178 subjects and comparable with respect to age and intelligence, were tested and retested for nine visual skills on two types of testers. In general, the Armed Forces Vision Tester measured the skills with more consistency than did the experimental instrument. The two testers were essentially the same in ease of administration and in amount of testing time required.

***A Survey of Human Factors in Military Night Operations (With Special Application to Armor),* Special Report 11, 66 pp., by Donald A. Gordon, November 1957.** PB-132528 AD-149 357

Scientific and technical literature dealing with human factors in night military operations was reviewed, primarily for its applicability to problems of night Armor operations. Although the formulation of research problems in Armor night training is dependent upon the further stabilization of night operations doctrine, a number of studies are presently required, especially in (a) effectiveness of and countermeasures against various illuminants and (b) the development of proficiency measures for Armor units and personnel in performance of night operations.

***Illumination and Terrain As Factors Affecting the Speed of Tank Travel,* Special Report 12, by C.J. Bailey and Howard C. Olson, 40 pp., March 1958.** AD-156 766 I

This study was conducted to obtain data on the travel time of tanks under various combinations of terrain and illumination conditions. Conditions included (a) five different kinds of terrain, (b) four different levels of natural illumination, and (c) five different kinds of artificial illumination. Two hundred tank commander-driver teams (drawn from six medium tank battalions at Fort Knox) drove M48 tanks over a test course; each team drove under only one level of natural illumination and one condition of artificial illumination. Tank speeds were most affected by terrain, followed by the position of the driver's hatch (open or closed), and the artificial illuminant employed; the effects of varying nighttime natural illumination were less marked.

***Recognition of Vehicles by Observers Looking Into a Searchlight Beam,* Technical Report 49, by Howard C. Olson, Albert E. Goss, and William D. Voiers, 43 pp., July 1958.** PB-135955 AD-200 848 II

Information useful for night combat tactics was gathered on how soon average observers facing a searchlight recognized tank-size vehicles approaching from the light. Variables included observer distance and position, and vehicle path and type. Similar recognition data were collected under conditions of darkness. When vehicle path and observer were near beam center, recognition generally occurred about 250 yards sooner than it did when vehicle path was across the beam from the observer; under the latter condition recognition generally did not occur until the vehicle neared or entered the beam (or almost as long as in darkness). Recognition range was 75 yards greater for tank than for truck; a masking noise had little effect on recognition range.

---

[1] Presence of a star to the left of the abstract indicates that the item is one of the ARMORNITE papers or presentations included in *Collected Papers Prepared Under Work Unit ARMORNITE: Human Factors in Armor Operations Under Conditions of Limited Visibility,* Professional Paper 12-68, May 1968.

VI *Model Simulator Studies of the Visibility of Military Targets at Night,* **Subcontractor's report by Charles E. Hamilton, 84 pp., August 1958 (Subcontractor: Engineering Research Institute, Vision Research Laboratories, University of Michigan).**

The report summarizes experimental studies using a scale model simulator to determine visibility distances of military targets under certain nighttime illumination conditions. The experiments concerned both detection and identification of targets, which were observed along ground paths under simulated natural and artificial nighttime illumination. The studies were intended to provide a basis for better understanding and specifying the stimulus factors that influence target visibility under such conditions. Photometric data were used to relate the simulator conditions to actual field conditions.

III *The Effectiveness of 90mm Tank Gun Fire Against the 18-Inch Searchlight (U),* **Technical Report 56, by Alfred J. Kraemer, June 1959 (CONFIDENTIAL).** AD-309 249

To estimate probable effectiveness of fire from main guns of enemy tanks against 18-inch tank-mounted searchlights used to illuminate targets at night, experienced gunners fired at the mirrored image of a searchlight using main guns of M48 tanks. Ranges were 800 and 1500 yd. and firing positions were in beam center and 10° off beam center. First- and cumulative-round hit probabilities were derived from dispersion data collected by using large target panels and color-coded rounds of ammunition. Time needed for tanks to obtain a hit after light was turned on, and sensing capabilities for in-beam and out-of-beam firing positions were determined. (U)

"Victory Before Dawn," by Marvin Parrott, *Armor*, vol. LXVIII, no. 4, July-August 1959.

VIII *The Effects of Practice on the Performance of Basic Armor Skills at Night,* **Research Memorandum by Robert A. DeBurger, 43 pp., January 1961.** AD-477 648L

Performance in ten basic armor skills was studied under reduced visibility.. Illumination ranged from full red lighting to complete darkness inside the turret, and from high to very low natural light outside. Some skills acquired in daytime training transferred readily to nighttime, but others would require additional training. The implication is that a training program with a certain proportion of night training may overtrain in some skills and undertrain in others.

VII *An Appraisal of Some Night Training Problems in Armor Units of Seventh United States Army (U),* **Research Memorandum by Alfred J. Kraemer, May 1961 (CONFIDENTIAL).** AD-378 700

XI **"Localization of Peripheral Light Flashes," by Alfred J. Kraemer, David L. Easley, and Meredith J. Hall, paper for annual meeting of Midwestern Psychological Association, Chicago, May 1961.**

★ The purpose was to determine what kind of constant errors occur when observers are required to localize flashes in a nearly empty visual field. Stimulus positions varying in both the radial and the eccentric dimensions were used; observers localized the flashes by pinpointing their positions. In two groups of 12 enlisted men there was a large constant error toward the center of the field. This error increased as a linear function of the distance of the flash location from the center.

IX *Absolute Identification of Munsell Hues Under Red Illumination,* **Research Memorandum (revised) by Kliem R. Miller, 10 pp., July 1961.** AD-632 690

Nine surface colors which are identifiable on an absolute basis in daylight were viewed under red light. Observers received practice in identifying them by number. Three different neutral gray masks were used to preclude identification on the basis of contrast. It was found that no more than four of these surface colors could be used together for coding under red light when absolute identification is required. Three groupings of four colors each can be used.

An Evaluation of Flash Localization Performance With the Fire Control System of the M48 Tank, **Technical Report 78, by Alfred J. Kraemer, 30 pp., June 1962.** AD-277 388 X

The object of this study was to evaluate the nighttime performance of tank gunners in localizing gun flashes with the fire control system of the M48 tank. Two night-simulated tests were conducted with 11 experienced and 20 inexperienced gunners, with these results: (a) In localizing 40 flash positions in a simulated periscope field of view, accuracy was fair within the reticle area but dropped off sharply outside it; (b) in laying the main tank gun against those flashes, accuracy was very poor. Error both in flash localization and in moving the gun controls contributed substantially to gun-laying error. It is concluded that the reticle of the M20 series periscopes (and presumably other periscopes and telescopes in which the reticle design covers only a small part of the field of view) is inadequate for localizing enemy gun flashes at night, and that the fire control system of the M48 series tank is inadequate for rapid laying of the main gun against nighttime targets that can be localized only by gun flashes.

Flash Localization and Reticle Design, **Research Memorandum by Alfred J. Kraemer, David L. Easley, and Meredith J. Hall, 13 pp., October 1962; presented under the title, "Gun Flash Localization as a Function of Reticle Design," at American Psychological Association convention, New York, September 1961.** AD-287 639 XI

The purpose of this study was to determine the accuracy with which simulated gun flashes could be localized in the field of view of a tank periscope with the aid of four different grid-type reticles. Each of four groups of enlisted men localized 48 single flashes using one of the four reticles. For three of the reticles data were also obtained from three groups of officers. Localizations were made by reading the azimuth and elevation of the perceived flash positions. No differences of consequence in performance were obtained between groups using different reticles. Enlisted men performed best with Reticle 4. Officers were found to localize more accurately than enlisted men, and it was suggested that the difference might be attributed to motivational factors.

The Effects of Two Types of Coordinate Systems on Localization of Peripheral Light Flashes, **Research Memorandum by Alfred J. Kraemer and David L. Easley, 15 pp., April 1963; paper for American Psychological Association convention, New York, September 1961.** AD-404 478 XI

Ten groups of subjects localized single flashes, viewing monocularly, and responding with a projection pointer. Flash sources were located within a 64-degree circular field in a blacked-out room. One group saw only a fixation point. For another group only a cross was projected. Four groups were shown Cartesian coordinates, and four groups were shown polar coordinates. The density of the coordinate lines for the respective groups was increased by successive rectangular or polar bisection of the coordinate units, beginning with the cross. There were no appreciable differences in localization error between the groups which used one type of coordinate system and those which used the other. Introduction of the coordinate cross, and the bisection of the cross, led to successively smaller errors in localization, but further increases in line density did not. All groups made constant errors of localizing flashes closer to the visual axis than they actually were.

"The Effect of Flash Duration on the Localization of Peripheral Light Flashes," by David L. Easley and Myles A. Jackson, paper for annual meeting of Southeastern Psychological Association, Miami Beach, Fla., April 1963.

★ Four groups of 12 subjects each were used in localizing two dimensions of a brief stimulus in a large visual field. Each subject localized 48 single flashes under four conditions of flash duration. Although overall localization accuracy improved with increasing flash duration, this effect did not hold for all radial and eccentric positions.

Operator Proficiency in Interpreting Ground Surveillance Radar Signals (AN/TPS-33), **Technical Report 90, by Alfred J. Kraemer, David L. Easley, Arthur L. Miller, and Paul H. Stevenson, June 1964 (For Official Use Only).** XIII

AD-442 607

To measure operator proficiency in identifying audio signals from the AN/TPS-33 ground surveillance radar, a test of 120 tape-recorded signals generated by representative military targets was administered to 43 trained operators. It was found that they could discriminate between personnel and vehicle targets. An experiment was run to determine whether operators can be trained to identify vehicles on the basis of signal characteristics unique to each vehicle type. After two days' training, 10 naive officer subjects learned to discriminate reliably between tracked and wheeled vehicles, although there were marked differences in operator aptitude. (U)

The Effects of Observer Location and Viewing Method on Target Detection With the 18-Inch Tank-Mounted Searchlight, **Technical Report 91, by Nicholas B. Louis, 43 pp., June 1964.** V

AD-445 050

An experiment was designed to determine the effects on target detection of observer location and method of viewing in relation to several types of targets at selected distances. Data were collected from 336 observers stationed at the searchlight source and at various distances up to 160 yards from the light, along a line at approximately a right angle to the axis of the beam. Using the tank range finder, periscope, binoculars, or unaided vision, observers tried to detect and identify a jeep, tank, and APC at each of four distances. Observers farther away from the light source detected and identified more targets than observers close to the searchlight. Binoculars and, for the first 30 seconds, unaided vision were more effective than the range finder or periscope in detecting and identifying targets.

An Evaluation of a New Reticle Design System for Gunlaying Against Flashes, **Research Memorandum by David L. Easley, 22 pp., November 1964 (Technical Advisory Service); portions of this material were presented at the American Psychological Association convention, Philadelphia, September 1963.** X

AD-455 070

The purpose of the research was to determine the effectiveness of utilizing a grid-type reticle, graduated in turns of the azimuth and elevation controls of the M60 tank, for gunlaying against enemy gun fire at night. Using the experimental reticle in a simulated firing situation, six experienced and seven inexperienced gunners localized and laid an M60 tank gun on each of 40 flashes. Though no group differences were significant, these two groups of gunners performed somewhat more accurately, but laid less quickly on the average, than a third group, which used the standard reticle. In the simulated situation, performance was better than it was in a field study. Factors which may have operated in the field study to degrade performance are discussed.

Collected Papers Prepared Under Work Unit ARMORNITE: Human Factors in Armor Operations Under Conditions of Limited Visibility, **Professional Paper 12-68, 33 pp., May 1968.**

(ARMORNITE items included in this Professional Paper are indicated with a star in the left margin of the abstract.)

Results of studies to identify and solve auditory and visual training problems peculiar to Armor operations of the Army, under conditions of limited visibility, are discussed in this publication. The research reported includes a study of constant errors that occur when observers localized peripheral light flashes; an experiment on the effects of increasing flash duration on localization accuracy of peripheral light flashes; and a test of the reliability of an experimental vision tester for armed forces use.

Research By-Products resulting from this research effort are listed in Part III.

ARSUR–Division No. 2 (Armor) Sub-Unit

A Survey of Training Problems in Armor

Technical Supplement to the Report on a Survey of Armor Training Problems, Staff Memorandum by Howard C. Olson, Boyd L. Mathers, Norman Willard, Jr., and Norman E. Willmorth, April 1955. AD-480 320

A Survey of Training Problems in Armor, interim report (revised) by Edward J. Green, Boyd L. Mathers, Howard C. Olson, Norman Willard, Jr., and Norman E. Willmorth, June 1956. AD-480 319

BASICTRAIN–Division No. 4 (Infantry)[1]

Sub-Unit

Improved Training Procedures for Basic Combat Training (ATP 21-114)

§ ***Some Problems of Basic Training Effectiveness*, interim report by Richard Snyder, September 1954.** I
AD-479 107L

This report presents questionnaire data from 272 trainees representing five first-cycle training companies. Major findings of the survey, which are considered within the context of the new soldier's first Army training, indicated that the soldiers felt there was (a) lack of sleep and of time for their personal affairs, (b) poor coordination resulting in wasted time, (c) harsh treatment and harrassment, (d) ineffective leadership, and (e) lack of communication between trainees and cadre. The findings were interpreted as indicating organizational rather than individual problems.

§ ***Achievement in Basic Training*, Staff Memorandum by George D. Greer and Benjamin W. White, July 1955.** I
AD-479 069L

This report describes what was learned in eight weeks of basic combat training by a sample of Sixth Infantry Division trainees. Performance and written test results are reported and levels of knowledge at the outset of basic training are compared with those attained by the end of eight weeks. There was a gain of training in a Military Information Test (included in the report) consisting of 147 multiple-choice items. In-the-field performance test results indicate that some skills are learned by the vast majority of trainees during the course, while others are learned by only a small minority of the men. Suggestions regarding the use of this information in the planning and revising of the curriculum are made.

§ ***Basic Military Information and Combat Effectiveness*, Staff Memorandum by George D. Greer, Jr., and Martha Myers, July 1955.** I
AD-478 558L

Over 300 combat infantrymen in Korea, identified as fighters or non-fighters, were given a 300-item written Military Information Test covering combat-relevant information taught in Basic Combat and Advanced Individual Training. Sixty-four fighter/non-fighter pairs were matched on Aptitude Area I scores. Fighters were superior to non-fighters on the total test and on the operation, maintenance, and mechanics of weapons; preparation for and behavior during defense; and behavior during imminent or actual contact with the enemy. On more than 15% of the items, neither group possessed accurate relevant information. For the combined group, the highest level of information was in tactics; next highest, weapons; lowest, general subjects.

§ ***Basic Infantry Skills Performance Test, ATP 21-114*, Staff Memorandum by George D. Greer, Jr., Finis W. Wilson, and Morton G. Wolpert, March 1956.**
AD-479 070L

This research by-product is a performance achievement test of military skills and knowledge used as a criterion measure in a broad survey of Basic Training. For a detailed presentation of the total test station and item scores, and the test's reliability, refer to *Achievement in Basic Training*, Staff Memorandum by George Greer and Benjamin White, July 1955.

§ **"An Analysis of Certain Determinants, Characteristics, and Covariates of Basic Trainee Leadership Sociometric Data," by Darwin Palmer and George D. Greer, Jr., paper read at meeting of WPA, 1956.**

This study was an attempt to determine the correlates of peer evaluations of existing and potential trainee squad leaders in the Army. Between 200 and 250 men in each of 40 Basic Training companies were given batteries of tests at several points during training. It was found that trainee evaluation of their fellows was reliable; between the fourth and eighth week of Basic Training the average correlation for positive votes was .85, and for negative votes, .77. There were significant and consistent relationships of background and descriptive variables. It appeared that a sociometric test might be useful as a criterion in developing other squad leader selection instruments.

---

[1] **This Work Unit was initiated at Division No. 3 (Recruit Training). The symbol § indicates an item prepared at Division No. 3.**

§ **"An Analysis of Results of the Leader Behavior Description Questionnaire Technique Applied to Army Basic Training Companies and Platoons," by Richard A. Duryea and George D. Greer, Jr., paper for annual meeting of Western Psychological Association, Spring 1956.**

§ **"Predictors, Descriptions and Correlates of Basic Training Delinquents," by George D. Greer, Jr., paper for annual meeting of Western Psychological Association, Spring 1956.**

This study deals with the personal, as distinguished from situational, variables related to delinquent behavior during the eight weeks of Basic Training. Over a six-month period nearly 10,000 trainees were categorized into four groups: three delinquent and one "normal." Members of all three delinquent groups had a history of lower socioeconomic associations, more civilian arrests, less formal education, and a greater frequency of "hooky playing" and running away from home as children. On the Army Aptitude Area I score, the mean score of the normal group was 108 and the average scores of the three delinquent groups were 101, 97, and 89. The findings of this study closely paralleled results of research on juvenile delinquents.

§ **"Evaluation of Four and Eight Weeks Basic Training for Men of Various Intelligence Levels," by Victor B. Cline, Alan Beals, and Dennis Seidman, paper for American Psychological Association convention, September 1956.** II

Army inductees who received the usual eight weeks basic training course were compared with other trainees who received a condensed four weeks training cycle. On tests of a paper-pencil type, four-week trainees and eight-week trainees performed equally well. When tests involving performance-type activities such as assembling weapons and operating communications equipment were compared, high intelligence soldiers learned as much in four weeks as in eight but middle and low intelligence men did profit by the additional training. Soldiers of high intelligence learned just as much when trained alongside men of middle and low intelligence as when trained in special companies by themselves.

§ ***Evaluation of Four-Week and Eight-Week Basic Training for Men of Various Intelligence Levels*, Technical Report 32, by Victor B. Cline, Alan Beals, and Dennis Seidman, November 1956.** II

PB-124722 AD-114 111

This study was designed (a) to determine the effects on trainee performance of substitution of an accelerated four-week for the conventional eight-week basic training program, and (b) to examine the possibilities for more efficient utilization of high-aptitude personnel. Results indicated that, with regard to military information, all aptitude levels learned as much in the four-week course as in the standard eight-week course. On performance-type tests, middle- and low-aptitude men benefited from the full eight weeks' training. With respect to rifle marksmanship and physical fitness, the full eight weeks' training yielded better results at all intelligence levels. The high-aptitude personnel in the four-week training program acquired as much military information, and did as well on performance tests, as high-aptitude personnel in the eight-week course, and were superior to the normal-input eight-week trainees.

BASICTRAIN (Cont.)

Sub-Unit

§ ***Basic Training Effectiveness: A Discussion of Instruction Centralization, the Training Curriculum and Achievement Evaluation,* Staff Memorandum (revised) by George D. Greer, Jr., June 1957.** I

AD-482 180L

This paper is a discussion of three factors important to Basic Training in the Army: the organizational structure within which the training occurs, the curriculum, and the evaluation procedures necessary for affording indication of training effectiveness. The discussion is based on personal observations and on a survey in which 10,000 trainees, 40 officers, and 200 NCO cadre from 40 training companies were tested at three periods in a Basic Training cycle.

***Content Outline and Reference Data, ATP 21-114 (14 November 1958),* Research Memorandum, August 1959.**

AD-482 181L

***The Development of a List of Minimal Training Goals for Basic Combat Training,* Technical Report 67, by Albert Elkin, December 1960.** I

PB-153865 AD-248 634

The Basic Combat Training Program (ATP 21-114, Nov 58) was analyzed in relation to each of 17 supporting Army Subject Schedules. Discrepancies between the ATP and its referenced subject schedules were noted and revisions suggested. On the basis of this analysis, a list of minimum training goals was devised for each subject presented in the report. These suggested training goals cover the minimum knowledge and skills needed by the individual basic combat trainee.

***Effects of Training Response Mode, Test Form, and Measure on Acquisition of Semi-Ordered Factual Materials,* Research Memorandum by Joseph F. Follettie, April 1961.** II

AD-632 189

This report presents findings from the assessment of various programed materials that suggest no difference between live and taped lecture, a significant advantage of read material over heard material, a significant advantage of self-paced reading over class-paced reading, and a significant advantage of the plain book format over the scrambled book format. Results also suggest that recognition form tests based on neo-rote contents might be used in lieu of recall form tests in that there is a generally stable relationship between the two test forms.

***Programmed Instruction: A Plan of Research,* Research Memorandum by Thomas J. McCrystal, May 1961.** II

AD-632 568

Research By-Products resulting from this research effort are listed in Part III.

CAREER–Division No. 3 (Recruit Training)

The Army as a Career for Existing and Potential Qualified Personnel

Sub-Unit

"Some Problems in the Retention of Army Enlisted Personnel," by Richard Snyder, paper read at Symposium, meeting of APA, 1958. I

"The Effect of Avoidance of Conflict on Decisions About Continuing in an Activity," by Judson Mills and Richard Snyder, paper read at meeting of WPA, 1959. III

On the basic assumption that persons faced with a difficult important decision will tend to avoid positive action, 80 Army recruits were studied to determine the frequency with which they might make a request either to change or continue an assigned activity. The results supported the prediction that persons in conflict about changing from one activity to another will change less frequently when they must make a request to change, than when they must make a request to continue.

"Effects of Uncertainty About Original Enlistment on Reported Change in Opinion Toward the Army," by Richard Snyder and Harry A. Burdick, paper read at meeting of APA, 1961.

From dissonance theory it was predicted that recruit opinions about the Army will tend to become more favorable following initial exposure to service as a function of the uncertainty about the original enlistment decision, and the importance of the decision. Subjects were 635 volunteer recruits. Uncertainty was inferred from responses to the question: "Would you have enlisted in the Army if there had been no draft?" Importance was inferred from expressed career interest. Results confirmed both predictions. The curvilinear relationship between reported opinion change and responses from which uncertainty was inferred is difficult to interpret plausibly by alternative theories.

***Avoidance of Commitment and Need for Closure as Determinants of Behavior in Decision Situations*, Research Report 12, by Richard Snyder and Judson Mills, June 1963.** AD-478 519L III

Investigation was made of behavior in decision situations involving choice among mutually exclusive alternatives, in which action did not necessarily have to be taken. Three hypotheses were tested which concerned the influence of certain variables upon the tendency to avoid commitment to a specific course of action. Choices were recorded by subjects in a four-part questionnaire. Results were analyzed in terms of several variables and their experimental manipulations. It was concluded that a subject, in a situation in which he does not need to take action in order to know the outcome, will not be likely to express his real preference unless that preference is strong.

CENTER–Division No. 3 (Recruit Training) **Sub-Unit**

Improvement of Effectiveness of Basic Combat Training Graduates

A Study of Category IV Personnel in Basic Training, **Technical Report 66-2, by S. James Goffard, Morris Showel, and Hilton M. Bialek, 36 pp., April 1966.** **AD-481 737**

Samples of men in Mental Category IV and men in categories of higher mental ability (I, II, and III), who were matched according to their Army component, were selected from companies in Basic Combat Training (BCT). Information about their backgrounds, aspirations, attitudes, aptitudes, and performances during and at the end of BCT was gathered from individual interviews, ratings, and Army records. The differences between the men in Category IV and those in Categories I, II, and III on most of these measures were small but statistically stable. The socioeconomic backgrounds of Category IV personnel tended to be poorer, and their performances in BCT were only slightly less adequate, and their attitudes toward military service were more favorable. Overlapping between the two groups was very extensive on almost every measure and on MOS assignment.

The Corrective Action Questionnaire: Development and Administration to Officers and NCOs, **Technical Report 66-5, by Morris Showel, 41 pp., May 1966.** **AD-637 789**

This study was undertaken to develop a research instrument that would assess the degree of severity with which NCOs and company grade officers react to various types of situations in which trainees fail to perform properly. A preliminary version of a Corrective Action Questionnaire was developed, and it was administered to 131 subjects in order to develop information to revise the research instrument. Results of the trial administration suggested that: (a) more severe corrective action would be taken by older cadre who had spent more time in the Army, served longer in a training company, and had not attended college; (b) officers consistently proposed less severe corrective action than NCOs; (c) First Sergeants and those NCOs rated by their superiors as above average tended to be more severe than those NCOs rated as below average; and (d) officers and NCOs showed a high degree of agreement as to the relative seriousness of trainee performance failures. The Corrective Action Questionnaire as revised, may be expected to be an effective research instrument.

Preliminary Study of Motivation and Incentives in Basic Combat Training, **Technical Report 68-6, by Hilton Bialek and Michael McNeil, 12 pp., May 1968.** **AD-670 744**

In an effort to get a useful measure of subjective reward values for Basic Combat Training personnel, 43 possible incentives were rated by two groups of trainees on a 7-point scale, from most attractive to least attractive. Nineteen incentives were identified as being reliable and of low variability. Of these, the 10 most attractive incentives were categorized into one of three classes: Recognition (Peer and/or Social), Material Reward, or Autonomy (Freedom). It was concluded that the 10 specific incentives identified and the categories of Recognition and Autonomy might be controlled and varied to measure the effectiveness of variations in BCT.

CHATTER—Psychological Warfare Division

Sub-Unit

Factors Contributing to the Gaining of Attention, Understanding, and Credibility in Communications

Factors Affecting Credibility in Psychological Warfare Communications, **Special Report 5, by Earl R. Carlson and Herbert I. Abelson, July 1956.** PB-132400 AD-122 564

This report summarizes a survey of the factors that contribute to achieving credibility for a propaganda message. It is designed specifically for Army psychological warfare personnel and is intended to serve as a "primer on credibility" for the basic indoctrination of (a) the students and faculty at the Psychological Warfare School, (b) officers assigned to the staff of the Chief of Psychological Warfare, and (c) personnel in operational psywar units. As a primer, it provides only a starting point for more specialized inquiry in the field of communications credibility.

CINCO—Division No. 1 (System Operations)

Procurement, Classification, and Training Problems at the Army Intelligence School

Procurement of Counter Intelligence Corps Trainees, **Special Report 10, by Roy J. Jones and Berton Winograd, October 1957.** PB-134601 AD-145 273 I

This study investigated two problems of procurement of trainees for the Counter Intelligence Corps: the setting of quotas for the basic training centers and the feasibility of extending the enlistment program to three years. Quotas as presently based on estimates of future strength of the training centers were compared with quotas based on actual input and on the number of men eligible for CIC training; quota-setting procedure based on the number of eligible men at each training center would be somewhat more accurate than the other methods. The proportion of recommended eligibles who were willing to extend their enlistment to three years indicates that a three-year enlistment requirement could be instituted without reducing the current quality standards.

CIVIC—Division No. 7 (Language and Area Training) (Ongoing) Sub-Unit
Guidelines for Civic Action Advisors

***Human Factors in Civic Action: A Selected Annotated Bibliography*, Research Memorandum by Robert J. Foster, with the technical assistance of Charnel Anderson, Robert D. Nye, and Sheldon Smith, 92 pp., June 1963.** AD-412 657

This bibliography is designed to aid in educating and training United States personnel who will assist the military personnel of developing nations to play an active role in the socioeconomic advancement of their countries. It should also be of interest to personnel of agencies that are concerned with providing technical assistance to the developing nations. The chief goal of the compilation is to provide a selected list of items which a busy officer could reasonably expect to read in entirety within a few weeks before going overseas. Priority has been given to items that are nontechnical and thought-provoking, have relevance to most underdeveloped areas, are of article rather than book length, and emphasize the problems of working across cultural barriers. Basic divisions of the bibliography are—Philosophy of Civic Action and Foreign Aid, The Nature of Underdeveloped Countries, The Techniques of Planned Change, and Individual Effectiveness.

"The Process of Cross-Cultural Innovation," by Arthur H. Niehoff and J. Charnel Anderson, *International Develpm. Rev.*, vol. VI, no. 2, June 1964; issued as Professional Paper 36-67, 18 pp., August 1967. AD-659 038 II

This paper explores cross-cultural innovation by analyzing data based on actual field studies. The primary criterion for case selection was that the characteristics of the innovator and the recipient groups be described. The country where the innovation was attempted is listed, along with the specific type of innovation proposed and the specific description of the change effort. The cases are then evaluated in terms of success and failure, and the most important factors, positive or negative, influencing the outcome are analyzed. The emerging pattern of the total process is discussed.

"A Quantitative Approach to the Study of Directed Cross-Cultural Change," by Arthur H. Niehoff, *Amer. Anthropological Ass. Newsltr.*, vol. 5, no. 7, September 1964. II

***A Selected Bibliography of Cross-Cultural Change Projects*, Research Memorandum by Arthur H. Niehoff and J. Charnel Anderson, 32 pp., October 1964.** AD-608 740 II

This report is a bibliography of case histories each of which describes an effort by a change agent, or agents, to introduce a new idea or technique into a culture other than his own. In compiling this selection, the normal range of technical aid projects was included, such as community development, agricultural extension, education, public health, and so forth. The cases are grouped by country or political unit in alphabetical order. Each citation is followed by a statement of the goal of the innovator and, when available, the size and time period of the project.

"The Primary Variables in Directed Cross-Cultural Change," by Arthur H. Niehoff, paper for meeting of American Anthropological Association, Detroit, November 1964. II

From comparative analyses of 171 cases, the principal factors that acted as sanctions or barriers in the introduction of innovations were extracted. They divide themselves into three types of behavior: (a) the techniques, such as communication, demonstration, and flexibility, of the innovator; (b) the motivation—in the form of felt need, practical economic benefit, novelty—for acceptance or rejection by the recipients; and (c) the reaction, such as leadership, theological beliefs, and economic patterns, produced by the traditional cultural patterns.

"Peasant Fatalism and Socioeconomic Innovation," by Arthur Niehoff, paper for meeting of American Anthropological Association, Denver, November 1965; revised version by Arthur H. Niehoff and J. Charnel Anderson published in *Human Organization*, vol. 25, no. 4, Winter 1966; also issued as Professional Paper 33-67, 13 pp., June 1967. AD-637 001 II

An examination of the nature of negativism in developing countries resulted in isolation of three main types—supernatural, situational, and project negativism. Although all these forces are significant in sociotechnical change, they do not constitute a critical influence nearly as often as do other characteristics of traditional society such as leadership patterns, social structure, and economic patterns. They are still less significant in the total change process than communication techniques, type of participation obtained, or degree of utilization of traditional culture.

"Food Habits and the Introduction of New Foods," by Arthur H. Niehoff, paper for meeting of American Association for the Advancement of Science, Washington, December 1966; published in *J. of the Wash. Academy of Sciences*, vol. 57, February 1967; also issued as Professional Paper 9-67, 10 pp., March 1967. AD-650 448

Normal resistances to new foods being introduced in local communities, based chiefly on traditional habits and beliefs, can be overcome by selecting proper innovations and using proper techniques. The innovation most likely to be successful is one that adapts to local habits and beliefs, is based on needs recognized by the local people, and provides a clearly perceived practical benefit to them. This means that a minimum understanding of the local culture is needed for new ideas to be successfully introduced. The primary requirements for introducing the idea are efficient communication channels for transferring the knowledge of it (most critical being the creation of feedback channels from the grass-roots level), and obtaining the sanction of local leaders.

"Intra-Group Communication and Induced Change," by Arthur H. Niehoff, paper for annual meeting of Society for Applied Anthropology, Washington, May 1967; issued as Professional Paper 25-67, 10 pp., June 1967. AD-654 124

This paper discusses the major technique that influences the process of introducing socioeconomic innovations in local communities of non-industrial countries: the establishment of effective communication. Positive gossip is shown to be an index of efficient information flow, and the author describes several case histories in which this is the most important factor in a project's success. Other innovation techniques used by change agents to bring about innovations in a local community, as noted in the case histories, include adaptation to local cultural patterns, utilization of local leadership, and utilization of positive motivation.

CLASSIC—Division No. 1 (System Operations)[1]

A Program of Research on the Activities and Training of Guided Missiles Personnel

Sub-Unit

A Study of Human Factors in the Operation of the Nike Ajax System, Part I: Training Problems and Requirements. Part II: The "Shooting Team"—Recommended Operating Procedures, **Technical Report 51, by Randall M. Hanes and Robert A. Goldbeck, November 1958 (For Official Use Only) (Subcontractor: American Institute for Research).** AD-207 097 **I**

As an initial step in standardizing training procedures and developing proficiency measures for guided missile personnel, a survey of training problems and an analysis of Nike-Ajax team procedures were undertaken. Data on school and on-site training were obtained from various Nike-Ajax installations and from the AAA & GM School. Operating procedures were analyzed through summarization and integration of the procedures which are followed by a number of Nike-Ajax batteries in the Pittsburgh, Chicago, and New York Areas. Training modifications are recommended, and a new set of standardized alert procedures was developed and is presented. (U)

A Study of Human Factors in the Operation of the Nike Ajax System, Part III: Technical Appendices, **Research Memorandum by Randall M. Hanes and Robert A. Goldbeck, November 1958 (For Official Use Only) (Subcontractor: American Institute for Research).** AD-482 186L **I**

Research By-Products resulting from this research effort are listed in Part III.

---

[1] This Work Unit terminated at Division No. 5 (Air Defense).

COLDSPOT—Division No. 1 (System Operations)[1]

Sub-Unit

Human Factors in Military Performance in Extreme Cold Weather

§ *A Survey of Human Factors in Military Performance in Extreme Cold Weather*, Research Memorandum by Norman F. Washburne, June 1960. AD-477 889L — I

"Command Decision Making in the Far North," by Norman F. Washburne, paper read at meeting of American Sociological Association, September 1960. — II

Cold Weather Operational Training of Infantry Forces in the Strategic Army Corps, Technical Report 86, by Norman F. Washburne, February 1964 (For Official Use Only). AD-432 095 — II

> This research was undertaken to study the training problems of infantry forces in the Strategic Army Corps during cold-weather operations. A research team was attached to CONUS forces to observe troop performance during the training and maneuver phases of Exercise LITTLE BEAR in Alaska during the winter of 1960. The data indicated areas of training content needing greater emphasis, and included suggestions regarding the context in which certain portions of the training should be given. (U)

COMPRAC—Psychological Warfare Division

Preliminary Investigation of Communication Practices in Pre-Maneuver and Maneuver Situations

Soviet Military Defectors and Western Propaganda: A Pilot Study [U] [Information Report], by Herman Turk and Alice Jwaideh, January 1955 (CONFIDENTIAL). AD-375 854L

---

[1] This Work Unit was initiated in the Director's Office. The symbol § indicates an item prepared at Director's Office.

COMTAC–Division No. 4 (Infantry)[1] Sub-Unit

Tactual Communication as a Medium for Increasing Control in Small-Unit Operations

"Recognition Thresholds and Accuracy for Differing Body Regions as a Function of Electrode Number and Spacing," by R.L. Brown, R.A. Spern, K. Schmitt, and A. Solomon, *Percept. Mot. Skills*, vol. 23, no. 3, December 1966; issued as Professional Paper 3-67, 10 pp., January 1967. I **AD-649 318**

Recognition thresholds and maximum accuracy levels were established on 12 subjects as a function of number of electrodes (2, 3, 4, and 5) and inter-electrode distance for various body regions (chest, abdomen, and back). There was little systematic difference among body regions with respect to the threshold and accuracy data; however, the number of electrodes proved to be significant. The abdomen appeared to be a slightly more favorable electrode site with a 5-electrode array.

"Stimulus Parameter Considerations and Individual Differences in Cutaneous Sensitivity to Electropulse Stimulation," by R.L. Brown, R.A. Spern, K. Schmitt, and A. Solomon, *Percept. Mot. Skills*, vol. 23, no. 3, December 1966; issued as Professional Paper 4-67, 10 pp., January 1967. I **AD-649 319**

The two experiments described were concerned with defining the optimal parameter values for an electropulse stimulus and the extent of subject differences. In the first experiment, touch and pain threshold variations were established on 12 subjects as a function of pulse number (1, 4, 8) and pulse duration (0.5, 1.0 msec.). Significant support was obtained for use of a single pulse of 0.5-msec. duration. In the second experiment, touch and pain thresholds were obtained on 20 subjects coincident with body region and session variation. The abdomen and chest appear to be ideal electrode sites. Subject differences over time were discussed.

"Electropulse Responsivity to Changes in Skin Moisture," by R.L. Brown, R.A. Spern, and A. Solomon, *Percept. Mot. Skills*, vol. 24, no. 1, February 1967; issued as Professional Paper 16-67, 8 pp., April 1967. I **AD-651 053**

Twelve subjects were exposed to electropulse stimulation under three moisture treatments: dry, water immersion, and a fluid approximation of sweat. Touch threshold data were obtained under these conditions during the first half of the experiment and electropulse recognition responses during the second half. A significant threshold rise occurred with increased amounts of moisture on the skin. Similarly, recognition accuracy decreased but remained within a 90 to 100% range. Human engineering implications pertinent to a tactual communication are discussed.

"A Differential Comparison of Two Types of Electropulse Alphabets Based on Locus of Stimulation," by R.L. Brown, D. Nibarger, G. Ollie, and A. Solomon, *Percept. Mot. Skills*, vol. 24, no. 3, June 1967; issued as Professional Paper 32-67, 8 pp., June 1967. I **AD-655 746**

Recognition accuracy was observed on 25 subjects with variation in the type placement (single- and multi-body regions) when varying numbers (1, 2, 3, 5, and 7) of electrode sites were pulsed simultaneously from among a 10-electrode array. Accuracy dropped drastically with increased number of sites pulsed and was most pronounced when the electrode array was restricted to a single region of the body. The accumulated data appear to cast serious doubt on the use of patterning of simultaneous electropulses as a fruitful approach to tactual communication. An alternative approach was proposed.

***A Content Analysis of Communications Within Army Small-Unit Patrolling Operations*, Technical Report 67-7, by Ronald L. Brown, 45 pp., June 1967.** I **AD-817 795L**

The study presents the results of a content analysis of communications within Army small-unit patrolling operations. Field observations and recordings were

---

[1] For earlier work in this area, see Exploratory Study 30.

COMTAC (Cont.)

Sub-Unit

made of all communication acts which occurred during the course of seven Ranger patrols at both the jungle and mountain training sites. For each communication act the following details were recorded: (a) time of transmission, (b) content of message, (c) means of transmission, (d) designation of sender and receiver, and (e) nature of communication failures. This information provided: (a) a view of the informational flow within the organizational structure of a patrol, and (b) the basis for developing a set of brief codes suitable for use both with the proposed tactual communication system and existing signal techniques.

Research By-Products resulting from this research effort are listed in Part III.

CONTACT–Division No. 7 (Language and Area Training)[1]

Development of Training Procedures for Faster Acquisition of Perishable Tactical Information From Non-English-Speaking Prisoners of War

§ **"A Feasibility Study of a Special, Machine-Taught Oral-Aural Russian Language Course," by E.H. Rocklyn and R.I. Moren, paper for American Psychological Association convention, September 1960.** I

Popularity of commercial, machine-taught, "do-it-yourself" foreign language courses is widespread. The effectiveness of such courses, especially in teaching speaking and understanding, is not usually evaluated. A special machine-taught course in speaking and understanding Russian was constructed to answer such questions as: Can basic skills in speaking and understanding foreign languages be programed and machine-taught? Can students learn to pronounce Russian adequately without human (live) instruction or assistance? Can course material be programed to produce and sustain student motivation? Administration and evaluation of this course supports the feasibility of machine-teaching foreign languages.

"A Limited Language for Obtaining Combat Information From POW's: A Pilot Study," by Richard I. Moren and Eugene H. Rocklyn, paper for American Psychological Association convention, September 1960. I

In order for combat troops to obtain perishable tactical information from newly captured prisoners of war, knowledge of the enemy language is necessary. A limited language model or prototype to be used specifically for obtaining tactical information from newly captured prisoners of war was constructed in English. An equivalent Russian version was made, and students learned the English-Russian limited language in 20 days. In a simulated POW situation they questioned Russian-speaking personnel and were able to obtain information which could have been of value in actual combat, thus demonstrating the feasibility of the model in the Slavic language family.

---

[1] **This Work Unit was initiated at Division No. 1 (System Operations). The symbol § indicates an item prepared at Division No. 1.**

"Problems in Programming an Intensive Oral-Aural Language Course," by Eugene H. Rocklyn, paper for First Conference of Language Programmers, University of Michigan, April 1961. I

"An Approach to Automated Language Teaching," by Eugene H. Rocklyn, paper for meeting of District of Columbia Psychological Association [May 1961]. I

"Language Programing for the Foreign Student," by Eugene H. Rocklyn, paper for convention of Speech Association of America, New York, December 1961; issued as Professional Paper 5-67, February 1967. I **AD-647 839**

The possibility of constructing a core language course that would be completely automated, or self-instructional, for the purpose of teaching foreign students to speak and understand English is discussed. In order to avoid superimposing English instruction upon the original educational goal of foreign students in the United States, a self-instructional English course built for the student's specific country might be given to him before he leaves for the United States, or soon after arrival if necessary. As an example of a self-instructional course, the author describes an automated course in the Russian language which was designed for a specialized military need. The problems faced in creating it, and their solutions are described. Course effectiveness, in terms of student ability to speak and understand the Russian material given, supports the feasibility of machine-teaching a limited language course.

***Development and Evaluation of Training Methods for the Rapid Acquisition of Language Skills*, Research Report 9, by Eugene H. Rocklyn, Richard I. Moren, and Andre Zinovieff, January 1962.** I **AD-271 642**

This research explored the feasibility of machine-teaching enough of a foreign language to combat soldiers to enable them to obtain tactical information from newly captured prisoners of war. The course material used in the pilot study (Russian) was limited to tactical subject matter, presented by means of dual-track tape recorders, and arranged to build and sustain motivation and maximize learning efficiency without use of human instructors. The results of this study, as measured by both academic and job-simulated tests, support the feasibility of machine-teaching limited foreign language skills. The methodology developed has further possible application in foreign language teaching.

"Programming an Intensive Oral-Aural Language Course," by Eugene H. Rocklyn, paper for annual meeting of Southeastern Psychological Association, Spring 1962. I

"The Evaluation of Self-Instructional Foreign Language Courses," by Eugene H. Rocklyn, paper for meeting of the National Society for Programmed Instruction, San Antonio, April 1964.

"A Self-Instructional Program for Tonal Discrimination—Identification Lessons in Foreign Language Learning," by Eugene H. Rocklyn and Catherine Garvey, paper for meeting of the National Society for Programmed Instruction, San Antonio, April 1964.

***A Self-Instructional Tactical Language Course in Russian*, Technical Report 65-14, Eugene H. Rocklyn, December 1965.** II **AD-626 262**

To enable the combat soldier to obtain perishable, tactical information from newly captured prisoners of war, a brief, self-instructional Russian language course was developed and evaluated. Materials obtained from questionnaires administered to combat-experienced personnel were reviewed and refined, resulting in a final version of course content that covered areas of information likely to be used in any offensive or defensive questioning situation. The course was taken by 13 students having language aptitudes ranging from 0 to the 97th percentile on the Army Language Aptitude Test. Upon completion, they were tested on content acquisition of all material in the course and on ability to use the material to obtain information from native Russians during simulated combat-area questioning. The results were a mean of 93% correct for speaking and understanding Russian and an 89% mean in translating answers given by the Russians, thus demonstrating the feasibility of such a course. The structure and questioning techniques seem effective in helping to elicit understandable answers from non-English-speaking personnel and may serve as a basis for development of similar courses in other languages.

***Development and Evaluation of a Tactical Mandarin Chinese Language Course,* Technical Report 65-15, by Catherine Garvey and Eugene H. Rocklyn, December 1965.** III **AD-629 444**

To meet the need for a short, self-instructional tactical language course in a Far Eastern tonal type language of potential military significance, a course in Mandarin Chinese was developed, by adapting the methods described in Sub-Unit CONTACT II with reference to a European type language (Russian). The purpose of the course was to enable combat soldiers to acquire perishable tactical information from newly captured POWs. The course was programed in the format of the Russian model with a major change in the addition of tone-discrimination and tone-production lessons. Six male students, high school seniors and graduates with varied language-learning aptitudes, took the course and completed it in 61 to 84 hours. Their final test scores, indicating ability to speak and understand all the assigned Chinese vocabulary, ranged from 55% to 98% correct. In a simulated questioning test, the mean percentage of correctly translated answers was 86%. Although low language-learning aptitude was associated with lower scores, the overall achievement appeared to be satisfactory.

"The Development and Test of a Special Purpose Foreign Language Training Concept," by Eugene H. Rocklyn, *International Rev. of Applied Linguistics,* vol. V, no. 1, March 1967.

See Technical Report 65-14 and Technical Report 65-15.

Research By-Products resulting from this research effort are listed in Part III.

CULTECH—Division No. 7 (Language and Area Training)

Sub-Unit

Technical Training Across Cultural Barriers

***The Achievement of Foreign Students in U.S. Army Technical Schools*, Technical Report 65-7, by George H. Brown, June 1965 (For Official Use Only).** AD-483 332

The research objectives in this study were (a) to obtain information on the academic achievement of foreign students in selected Army technical schools, (b) to assess the relationship between English language proficiency and academic achievement, and (c) to describe the viewpoints and recommendations of U.S. instructors on the problems involved in training foreign personnel. Information was collected from the academic records maintained by the U.S. Army Engineer, Signal, Ordnance, and Transportation Schools and from a survey of instructors with experience in teaching foreign students. The data thus obtained form the basis for the findings and conclusions presented in this report. (U)

DECISION—Division No. 3 (Recruit Training)

Factors Influencing Command and Tactical Decision Making

"Problems and Possibilities in the Use of Discussion for Organizational Decision Making," by Richard Snyder, paper read at meeting of American Speech Association, 1955.

This paper presents comments on some aspects of trends in research on "discussion," broadly defined as all processes of social communication that mediate group and organizational problem solving or decision making.

"The Influence of Cognitive Dissonance on Sequential Decisions," by Richard Snyder and Carl H. Rittenhouse, paper read at meeting of WPA, 1957.

***An Investigation of Flexibility in Tactical Decision Making*, Staff Memorandum by Richard Snyder, Carl H. Rittenhouse, and George E. Deane, December 1957.** AD-480 316

Combat arms officers were given a tactical problem presented in stages; initial information strongly favored holding certain dominating terrain, while subsequent information favored withdrawal. Officers in a control group were required to make only a final decision. Data from the second of three experiments yielded significant relationships between the subjects' final decisions and their scores on tests of tolerance for dissonance, and between the decisions and the subjects' military rank. In the third experiment, only the relationship with rank was significant. Interpretations of these contradictory findings and some implications for training are discussed.

DESERT ROCK I—Motivation, Morale, and Leadership Division **Sub-Unit**

Factors Influencing Performance of Troops Exposed to an Atomic Shot

DESERT ROCK I: A Psychological Study of Troop Reactions to an Atomic Explosion, **Technical Report 1, by Peter A. Bordes, John L. Finan, Joseph R. Hochstim, Howard H. McFann, and Shepard G. Schwartz, February 1953 (For Official Use Only).** **AD-6 092**

A major objective of this exercise was to evaluate psychologically the troops' reactions to the maneuver before indoctrination, after indoctrination, after the detonation, and after a lapse of about three weeks. Attitude research techniques as well as physiological measures were used to estimate (a) the effectiveness of the indoctrination procedures in increasing the troops' knowledge about atomic warfare and (b) the effects of the detonation, together with its accompanying consequences, on the troops' confidence in their ability to do well in A-bomb fighting.

DESERT ROCK I: A Psychological Study of Troop Reactions to an Atomic Explosion—Additional Data Related to Attrition, **Supplement to Technical Report 1, by Joseph R. Hochstim, March 1953 (For Official Use Only).**

DESERT ROCK IV—Motivation, Morale, and Leadership Division

Factors Influencing Performance of Troops Exposed to an Atomic Shot

DESERT ROCK IV: Reactions of an Armored Infantry Battalion to an Atomic Bomb Maneuver, **Technical Report 2, August 1953 (For Official Use Only).** **AD-16 451**

To study the psychological reactions of troops who witnessed the detonation of an atomic weapon as part of a field maneuver, armored infantry troops were stationed in trenches four miles from ground zero. Some of the men had received limited indoctrination and others were given a special four-hour indoctrination the day before the maneuver. The men were measured before and after indoctrination and after the maneuver to determine the amount and kind of information they had learned regarding atomic effects, the ways in which the two groups reacted during the exercise, and the nature and extent of their fears and their self-confidence. The extent to which participant troops disseminated information to nonparticipants after returning to their home station was also measured.

Characteristics of Troops With Varying Levels of Information About Atomic Effects - DESERT ROCK IV, **Staff Memorandum, November 1953 (For Official Use Only).** **AD-482 185L**

"Preparation of Soldiers for Atomic Maneuvers," by Shepard Schwartz and Berton Winograd, *J. Soc. Issues,* vol. 10, no. 3, 1954.

DESERT ROCK V–Division No. 3 (Recruit Training) Sub-Unit

Psychological Study of Troop Reactions at an Atomic Explosion[1]

DESERT ROCK V: Reactions of Troop Participants and Forward Volunteer Officer Groups to Atomic Exercises, **Information Report by Benjamin W. White, August 1953 (For Official Use Only).** **AD-478 053**

Questionnaires were administered to troops participating in an atomic test maneuver to ascertain what and how much the troops learned on these maneuvers and the degree to which the experience changed their attitudes toward atomic warfare. Reactions of volunteer officers who took forward positions during the test maneuvers were determined through interviews. Questionnaire and interview responses are reviewed in this report.

Spread of Information Following an Atomic Maneuver, **Information Report by Richard Snyder and Eli Saltz, February 1954.** **AD-482 183L**

This study investigated the effectiveness of word-of-mouth communication in spreading the information gained by three enlisted men who were observers at an atomic test explosion to other men of their home units. Questionnaire measures of information and attitudes about atomic effects, protective measures, and related topics were obtained from all battery members before the observers departed for the atomic test and again two weeks after they had returned. The observers' information and opinions were also measured at the end of their stay at the test site camp. As measured by the questionnaires, observer information gains were small, but there was considerable spread of information to the remaining members of the observers' units. Actively involving all members of home units in the advance preparation of observers produced important effects in increasing observers' information gains and in spreading information in the batteries.

Gain in Information in the DESERT ROCK A-Bomb Maneuvers, **Staff Memorandum by Berton Winograd, March 1954.[2]** **AD-482 184L**

Findings from HumRRO studies on three different DESERT ROCK atomic-bomb maneuvers have been organized around the subject of troops' information gain from indoctrination on atomic weapons and warfare. In all three studies, the indoctrinations were evidently pitched at such a level that they produced about the same effects among troops of varying backgrounds and attitudes. Men who learned a substantial number of facts from the indoctrination were more likely than other men to become self-confident and willing to volunteer for potentially hazardous duty.

"Communication and Leadership Roles," by Richard Snyder, paper for meeting of West Coast Society for Small Group Research, April 1955.

A theoretical formulation of "group roles" as related to the abstract model of a group regarded solely as a communication structure is presented. A review of some research related to role functions in this theoretical context is also included.

"Group Participation and Informal Status of Source as Determinants of Spread of Information in Organizational Groups," by Richard Snyder, paper for American Psychological Association convention, September 1955.

Experiences at Desert Rock VIII, **Staff Memorandum by Robert D. Baldwin, March 1958.[3]**

---

[1] Related research is reported under Work Unit YUCCA.

[2] This report, consolidating information from the DESERT ROCK I, IV, and V research studies, was prepared by the Motivation, Morale, and Leadership Division.

[3] This report, the final HumRRO report originating in the DESERT ROCK series of atomic bomb maneuvers by the Army, was prepared by Division 1.

Synthetic Flight Training Programs and Devices

"The Importance of Training Requirements Information in the Design and Use of Aviation Training Devices," by Wallace W. Prophet, paper for 16th Annual International Air Safety Seminar, Athens, Greece, November 1963; issued as Professional Paper 8-66, 9 pp., December 1966. AD-645 961

Too often people in education and training tend to forget that a simulator does not train; the training program trains. The simulator is potentially one of the most useful tools for training, but it is just that—a tool for the training program. The best sequence of procedures for new devices and training programs is examined. The presentation includes examples of psychologists applying their skills to development of training devices and working with engineers to produce the best simulator for the particular purpose.

"Reduction of Helicopter Pilot Attrition Through Synthetic Contact Flight Training," by Paul W. Caro, Jr., paper for American Psychological Association convention, Chicago, September 1965. II

The reduction of flight attrition in primary helicopter training through the use of a synthetic contact flight training device is described. The device, a one-man helicopter mounted on a ground effects machine through an articulated linkage which allows freedom of movement in six dimensions, preserves the handling characteristics and visual, auditory, and proprioceptive cues of the in-flight task. Two experimental groups received 3¼ or 7¼ hours device training, and their attrition rates during subsequent flight training were compared to that of controls. The synthetic training groups experienced lower attrition ($p<.01$) than the controls. No significant difference existed between experimental groups.

"Changes in Flight Trainee Performance Following Synthetic Helicopter Flight Training," by Paul W. Caro, Jr., and Robert N. Isley, paper for annual meeting of Southeastern Psychological Association, New Orleans, La., April 1966; issued as Professional Paper 1-66, 13 pp., April 1966. II AD-630 484

Research was conducted to determine whether student performance on helicopter contact flight training could be improved with the use of a helicopter training device. Four groups of subjects, two experimental and two control, were used. Results showed that the experimental subjects acquired the necessary skills with less inflight training uring the Pre-Solo phase of training. The most significant improvement occurred in the reduction in elimination rates during subsequent flight training.

"Helicopter Trainee Performance Following Synthetic Flight Training," by Paul W. Caro, Jr., and Robert N. Isley, *J. Amer. Helicopter Soc.*, vol. 11, no. 3, July 1966; issued as Professional Paper 7-66, 16 pp., November 1966. II AD-646 157

Two groups of trainees at the U.S. Army Primary Helicopter School were trained to "fly" a captive helicopter mounted on a ground effects machine. The device had the approximate handling characteristics of a free-flying vehicle, yet it allowed the trainees to obtain "aeronautical experience" not otherwise possible at their level of training. It was found that the device-trained subjects, when compared with non-device-trained controls, were significantly less likely to be eliminated from subsequent primary helicopter training for reasons of flight skills deficiency. Further, measures of relative performance during primary flight training indicated the device-trained group soloed the helicopter earlier and made better flight grades during the pre-solo phase of training than did the controls.

"Helicopter Training Devices in Support of Army Aviation," by Paul W. Caro, Jr., paper for symposium at annual meeting of Southeastern Psychological Association, Atlanta, Ga., April 1967; included in *Human Factors Research in Support of Army Aviation*, Professional Paper 27-67, June 1967.

"Human Factors in Aviation: Some Recurrent Problems and New Approaches," by Wallace W. Prophet, paper for annual meeting of Alabama Psychological Association, Mobile, Ala., May 1967; issued as Professional Paper 30-67, 20 pp., June 1967. AD-656 971

Three areas of human factors concern in aviation–performance assessment, prediction of performance, and simulation in training–are discussed. Emphasis is placed on the necessity for providing objective and standardized evaluation of flight trainees, rather than using the unreliable subjective evaluation methods. Methods for predicting trainees' performance, particularly in combat situations, are being sought. Use of simulation in training helicopter pilots has been minimal, but recently two devices have been developed to provide better transfer of training from the device to the actual helicopter situation.

"Inflight Performance After Zero, Ten, or Twenty Hours of Synthetic Instrument Flight Training," by Robert N. Isley, paper for annual meeting of Alabama Psychological Association, Birmingham, Ala., May 1968; issued as Professional Paper 23-68, 16 pp., June 1968. IV

Three groups of Warrant Officer Candidates, enrolled in the Tactical Instrument Phase of the Officer/Warrant Officer Rotary Wing Aviator Course, were given zero, 10, or 20 hours of synthetic instrument flight training in Device 1-CA-1. End-of-phase flight proficiency measures were obtained from photographic records of the aircraft instrument panel taken during a hypothetical tactical instrument mission. The results indicated generally that there were no significant differences in flight performance among the three groups in terms of the relative incidence of aircraft control and procedural errors. It is concluded that synthetic device training, as given during the conduct of this study, has little, if any, measurable effect on end-of-phase flight performance.

The Captive Helicopter as a Training Device: Experimental Evaluation of a Concept, **Technical Report 68-9, by Paul W. Caro, Jr., Robert N. Isley, and Oran B. Jolley, 47 pp., June 1968.** AD-673 436

The research objective was to determine the effectiveness of a new device concept for helicopter contact flight training and the usefulness of such a device for predicting performance during subsequent flight training. The device was a commercially available captive helicopter attached to a ground effects machine. Two experimental groups of trainees received 3¼ or 7¼ hours of device training prior to primary helicopter training. In comparison with control groups, both device trained groups (a) were significantly less likely to be eliminated from subsequent flight training for reasons of flying deficiency; (b) required less flight training to attain the proficiency required to solo the helicopter; and (c) received higher grades during early training. Trainees who performed well on the training device tended to perform well during subsequent flight training. Instructors using devices such as this one need not be proficient in the helicopter used for subsequent flight training.

ENDORSE–Division No. 3 (Recruit Training)[1]
Effects of Controlled Isolation on Performance[2]

Sub-Unit

"The Counting of Auditory Stimuli," by Richard A. Monty, paper for annual meeting of Western Psychological Association, Monterey, Calif., Spring 1958. II

- ★ This study involved a complex discrimination task in response to an auditory stimulus with many parameters (such as loudness, pitch, frequency, speed of repetition, and numerosity) appearing against certain background noise. All parameters except numerosity were held constant. It was found that error was directly related to numerosity and that a reduction in error was attributable to knowldege of results and was itself positively related to numerosity.

"Influence of Instructions on Verbal Report of Visual Sensations Under Conditions of Reduced Sensory Input," by Donald B. Murphy, Edward J. Kandel, and Thomas I. Myers, paper for annual meeting of Western Psychological Association, Monterey, Calif., Spring 1958. II

- ★ The subjects (42 basic trainees of superior intelligence) were taken into a semi-lightproofed office and given instructions of a positive-suggestive or negative-suggestive nature with respect to the possibilities of actual visual sensations in semi- or complete darkness. The positive instruction group reported a significantly greater number of visual sensations than did the negative instruction group and the sensations reported were significantly more complex.

"The Reliability of a Modified Digit Span Test Procedure," by Thomas I. Myers, Gerald Burday, Lyman Forbes, and Jack Arbit, paper for annual meeting of Western Psychological Association, Spring 1958.[3] II

A modified digit span test was devised to assess ability to concentrate and recall. A scrambled arrangement of series length 5 through 10 was used, the total test consisting of six such blocks of scrambled items. There was no evidence that the "Random Digits" procedure adversely affected motivation; however, an inverse practice or "fatigue" effect was found. Reliability estimates for the "Random Digits" method were obtained separately for two groups of individually tested subjects. The obtained reliabilities were .86 and .79.

"Influence of Prior Verbalization and Instructions on Visual Sensations Reported Under Conditions of Reduced Sensory Input," by Edward J. Kandel, Thomas I. Myers, and Donald B. Murphy, paper for American Psychological Association convention, Washington, September 1958.

- ★ Thirty Army trainees received verbalization experience on selected Rorschach cards; another 30 had no Rorschach pretest. Subsequently, half of the subjects in each group were instructed that it was normal to experience visual sensations in the absence of light; the other half were told that psychiatric patients experienced these visual sensations. Each subject then put on opaque goggles and lay on a bed in a darkened room. After ten minutes the subject was asked to describe the visual sensations he was actually seeing. The positive instructions resulted in significantly more reports of visual sensations than the negative instructions; prior verbalization had no effect.

---

[1] This Work Unit became a Basic Research study, first as PIONEER VI and subsequently as Basic Research Study 6. See BR-6 for additional items.

[2] Presence of a star to the left of the abstract indicates that the item is one of the ENDORSE papers or presentations included in *Collected Papers Prepared Under Work Unit ENDORSE: Effects of Controlled Isolation on Performance*, Professional Paper 6-68, March 1968.

[3] Included in *Collected Papers Related to the Study of the Effects of Sensory Deprivation and Social Isolation*, Basic Research Study 6, Research Memorandum by Staff, February 1962. AD-478 00

Sub-Unit

"Some Basic Factors in Sensory Deprivation Research," by Thomas I. Myers, paper for American Psychological Association convention, Washington, September 1958.[1] II

This report is designed to analyze and describe some basic methodological distinctions deemed pertinent to the research area of sensory deprivation.

"Studies on the Effects of Sensory Deprivation Upon Vigilance: I. Progress in the Development of a Visual Vigilance Task," research paper by Richard A. Monty, Thomas I. Myers, and Donald B. Murphy, August 1958.

- ★ This study was part of a series concerned with effects of sensory deprivation and social isolation on the individual. A major research problem in this specific area is the development of measures that introduce minimum stimulation to the subject. This study is designed to develop a visual task that could be used to measure the effect of deprivation upon behavior.

"The Effects of Misinformation Upon the Counting of Auditory Stimuli," by Richard A. Monty, Thomas I. Myers, and Donald B. Murphy, paper for annual meeting of Western Psychological Association, San Diego, Calif., Spring 1959.

- ★ Subjects were given misinformation on "blip" items, interspersed with correct information in an experiment involving the ability to count auditory stimuli.

"Effects of Sensory Deprivation Upon Reception of Complex Instructions: Development of a Measure," by Robert D. McDonald, paper for annual meeting of Western Psychological Association, San Diego, Calif., Spring 1959.

- ★ Experiments were conducted to develop a simple motor task which would indicate the efficiency of reception of complex instructions in complete darkness after sensory or social deprivation. Army trainees were administered 10 tape-recorded problems. Analysis of variance indicated significant improvement in performance over trials; other experimental treatments had no effect.

***Effects of Correct and Incorrect Knowledge of Results on Ability to Count Auditory Stimuli,* Research Report 3, by Richard A. Monty, Thomas I. Myers, and Donald B. Murphy, 21 pp., March 1960.** PB- 148728 AD-234 595 I

The purpose of this study was to develop a measure which would be useful in detecting changes both in utilization of correct information and in susceptibility to misinformation under conditions of partial or complete sensory deprivation. Two experiments are reported in which the effects of correct and incorrect feedback on ability to count rapidly produced auditory stimuli were studied. Correct knowledge of results contributed to better performance; misinformation contributed to disruption of counting ability; and both effects were evident over time in the absence of all feedback. The technique was considered useful as a measure of the effects of sensory deprivation upon a variety of variables.

***Progress Report on Studies of Sensory Deprivation,* Research Memorandum by Thomas I. Myers, Donald B. Murphy, and Seward Smith, 31 pp., March 1961.** AD-478 520L

Special dark, quiet cubicles were used as a means of effecting the isolated confinement of troop volunteers in a limited sensory environment. It was concluded that the seemingly innocuous and comfortable laboratory environment, which was characterized by a dearth of sensory events, was a stressful and formidable experience. Intellectual efficiency was temporarily impaired and subjects reported visual sensations of a highly repetitive nature.

---

[1] Included in *Collected Papers Related to the Study of the Effects of Sensory Deprivation and Social Isolation,* Basic Research Study 6, Research Memorandum by Staff, February 1962. AD-478 300

ENDORSE (Cont.)

Sub-Unit

"Notes on an Auditory Vigilance Technique," by Seward Smith and Paul M. Haas, paper for annual meeting of Western Psychological Association, Seattle, Wash., Spring 1961. II

* An auditory vigilance technique was developed for use in research involving sensory deprivation and social isolation. Subjects were placed separately in special rooms constructed to provide an average sound transmission loss of 40db to sounds from the outside. They took the test while lying on a bed in a quiet lighted room. The subject's task was to operate a Lindsley manipulandum by releasing it as quickly as he could each time he heard a short tone. The technique produced a vigilance effect and a significant performance deterioration over time, and also minimized the adverse effects of such factors as sensory thresholds, motivation, signal rate expectancy, and drowsiness.

"A Technique for Studying Attitude Change," by Donald B. Murphy and George L. Hampton, paper for annual meeting of Western Psychological Association, Seattle, Wash., Spring 1961.[1] II

A technique for studying attitude change by the use of propaganda in a limited sensory environment was developed and tested. Post-propaganda tests indicated that the groups receiving propaganda showed significantly greater shift in attitude in the intended direction than did the groups receiving no propaganda; the changes were limited to the dimension propagandized and did not shift to related dimensions. The essential elements for this technique are (a) positive and negative propaganda material of similar potency, and (b) a test for measuring attitude both before and after exposure to propaganda.

***Collected Papers Prepared Under Work Unit ENDORSE: Effects of Controlled Isolation on Performance*, Presentations and Papers, 1958-1961, Professional Paper 6-68, 40 pp., March 1968.** AD-667 630

(ENDORSE items included in this Professional Paper are indicated with a star in the left margin of the abstract.)

This collection of papers given at meetings of the Western Psychological and the American Psychological Associations during the years 1958-1961 reports on specific phases of research to evaluate experimentally the effects of sensory deprivation and social isolation upon a variety of human behaviors. The phases reported on include a study involving a complex discrimination task in response to an auditory stimulus; an experiment involving positive-suggestive or negative-suggestive instructions concerning the possibilities of actual visual sensations in semi- or complete darkness; an experiment on the influence of positive and negative instructions concerning visual sensations; an experiment to develop a simple motor task to indicate efficiency of reception of instructions in complete darkness after sensory or social deprivation; an experiment to assess the effects of misinformation on the counting of auditory stimuli; a study to assess the effects of sensory deprivation and social isolation on reception of complex instructions; and a study of an auditory vigilance technique.

---

[1] **Included in *Collected Papers Related to the Study of the Effects of Sensory Deprivation and Social Isolation*, Basic Research Study 6, Research Memorandum by Staff, February 1962. AD-478 300**

FICON—Division No. 1 (System Operations)

A Study of the Activities of Ordnance Fire-Control Maintenance Personnel in the Field and the Relationship Between These Activities and Training

Ordnance IFC Electronics Maintenance Personnel: Analysis of Activities With Implications for Training. Part I—M-33, **Technical Report 31, by Ralph H. Kolstoe, Joseph C. Hammock, Gilbert B. Rozran, Robert S. Czeh, and Sylvia Hoke, September 1956.** **PB-132408 AD-108 199**

Information concerning the job in the field of third- and fourth-echelon electronics maintenance personnel in ordnance detachments (IFC M33) was sought in this study as a basis for relating school training as closely as possible to job requirements. Data were obtained on the background and training of the personnel studied, the job activities they performed, the equipment and procedures they used, and estimates of their proficiency.

Ordnance IFC Electronics Maintenance Personnel: Analysis of Field Activities With Implications for Training. Part II—T-38, **Technical Report 37, by Ralph H. Kolstoe, Robert S. Czeh, and Gilbert B. Rozran, March 1957.** **AD-158 177**

Data describing the job done in the field by third- and fourth-echelon electronics maintenance personnel were obtained in 22 ordnance detachments (IFC T38) in the United States and overseas. Field maintenance activities and procedures, test equipment and manual usage, job proficiency, on-the-job training experiences, and the "value in maintenance" of school training subjects were analyzed for graduates of both basic and advanced electronics courses. Recommendations are made for emphasis on specific areas of training and for reorientation of training programs.

Factors Related to Effectiveness and Ineffectiveness of Individuals in Combat

***Incidental Observations Gathered During Research in Combat Units,* Information Report by Robert L. Egbert, Robert V. Katter, and George D. Greer, Jr., October 1953.** AD-478 562L I

In the course of interviews with 650 infantrymen recently engaged in Korean combat, seven continuing problem conditions were noted: (a) Many troops never become offense minded; (b) at the squad and platoon levels, leader-follower contacts sometimes fail unnecessarily; (c) the foot soldier often does not have a sufficient understanding of the ongoing battle situation; (d) some troops have not been well trained in problems specific to their combat situations; (e) squad members frequently do not know how much they can count on the men around them; (f) the weapon that inspires the most individual confidence is often not the weapon the man carries into combat; and (g) breakdown in combat communications is sometimes paid for with loss of life.

"A Study of the Characteristics of Successful and Unsuccessful Men Working in Situations of Extreme Stress," by Robert L. Egbert, paper read at meeting of APA, 1954. I

The papers in this symposium covered the methodological considerations in the selection, testing, and analysis of results of fighter (men who demonstrated good combat behavior) and nonfighter (men whose combat behavior was reported as inadequate) personalities. Ten major areas in which fighters were superior to nonfighters were found to be general intelligence, emotional stability and psychological soundness, masculinity, physical good health, the "doer" syndrome (fighters are doers, nonfighters are non-doers), socioeconomic level, stable home life with stronger affectional ties with parents, social acceptance by peers, leadership syndrome, and social responsibility.

"Profile of a Fighter," by Robert L. Egbert, *Infantry Sch. Quart.*, October 1954. I

Groups of men actively engaged in combat in Korea were interviewed. On the basis of eyewitness accounts, 310 men were selected who had either performed well in repelling final enemy attacks, or whose performance in the same action was inadequate. Differences revealed by 28 personality and intelligence tests clearly distinguished the fighter from the nonfighter; the numbers were roughly equal.

"Invariance of Motivational Measures Derived by Factor Analysis," by Tor Meeland, paper read at meeting of WPA, 1956. II

In the criterion development of a motivational measure of attitude structure, the two best items from nine factors derived from a college student sample were presented to 300 subjects in Korea in a Preference Test which paired each item with every other one. In spite of the extreme differences in the samples used and the smaller number of variables included for the soldier sample, there were some noteworthy consistencies in the factor structure of attitude (motivation) measures. Although some useful data were lost when the attitude measurement was restricted to a Preference Test source, the simple structure obtained in the soldier sample was so good it seemed profitable to pursue this area with the easily administered Preference Test.

"Relationship of Life History, Family Background, and Intelligence Data to Performance in Situations Employing Height, Fire, Distraction, Shock, Dark, and Noise as Sources of Stress," by Jerald N. Walker and Tor Meeland, paper for annual meeting of Western Psychological Association, Spring 1956. II

This study was concerned with an examination of performance under stress (effective and ineffective combat performance) as related to life history data and intelligence. The sample consisted of 110 subjects who had no prior military service and had just completed their eight weeks of Basic Training. A Stress Index was developed from a composite score of ten measures of performance under a variety of stressful situations. It was found that a specific identifiable life history pattern related to how an individual would perform under stress; however, the results were specific to the particular stress situations in this study.

"Dimensions of Stress Performance in Field and Laboratory Situations," by Tor Meeland and Robert L. Egbert, paper for American Psychological Association convention, September 1956. II

One hundred soldiers who had completed a 29-mile march and had very little sleep for two nights were subjected to three days of stress performances in the laboratory and in the field, including fighting oil fires, jumping off a 30-foot tower, performing in the dark, combat-in-cities, and so forth. Fifty performance scores and stress indices were factor-analyzed and ten factors rotated to simple structure. The factors are related to: intelligence, accuracy, stress index, eosinophil level, dark, fire fighting, pulse-rate change, autonomic efficiency, and two residuals.

***Detailed Results of the FIGHTER I Assessment Program*, Supplementary Appendices to Special Report 13, Staff Memorandum by Robert L. Egbert, Tor Meeland, Victor B. Cline, Edward W. Forgy, Martin W. Spickler, and Charles Brown, February 1957.** AD-800 676L I

These appendices contain results of questionnaire-type personality tests for the total sample; content analysis groupings of discriminating items from MMPI and CPI; scoring of clinical interviews; results on life history inventory; objective test results; results of picture preference tests; write-a-story test (modified TAT); multiple choice rating forms; results of word suggestion inventory; empirical fighter scales (interest opinion questionnaires), scoring key, and item sources; and case histories of two fighters and two nonfighters.

***Observations of Seven Armed Forces Specialized Training Schools*, Staff Memorandum by Tor Meeland and Morris Showel, February 1957.** AD-800 677L III

Information was gathered from a series of trips to special training schools in continental United States and Alaska concerning aims, curricula, and procedures. Special elements that contribute to training for combat effectiveness were identified and the extent to which this research could be linked with existing training research programs was appraised. Several characteristics are common to all the schools: the volunteer status of participating enlisted men, the emphasis on physical fitness, the use of fear-provoking situations to build confidence, and the teaching of specific skills to produce competence in combat.

"Influence of a Partner on Tolerance for a Self-Administered Electric Shock," by Irwin Miller, Stanley B. Benson, Dennis Seidman, and Tor Meeland, *J. Abnorm. Soc. Psychol.*, vol. 54, no. 2, March 1957; paper for annual meeting of Western Psychological Association, Spring 1956. II

In a study of the influence of a partner on tolerance to stress, subjects were tested on their maximum tolerance for a self-administered electric shock in two settings: one in which they were alone, and one in which a partner also appeared to receive the shock. Results indicate that tolerance to electric shock was significantly increased when a partner was perceived as sharing the stress than when the subject was alone.

"Reactions of Men Under Stress to a Picture Projective Test," by Victor B. Cline, Edward Forgy, Robert Egbert, and Tor Meeland, *J. Clin. Psychol.*, vol. 13, no. 2, April 1957. I

Near the close of the Korean War 310 fighters and nonfighters were given a week's assessment. This involved administering 86 separate tests and procedures one of which was a TAT-like picture projective test. Using a special scoring system, four psychologists independently analyzed 100 test protocols. Fair rater agreement was obtained with the median interrater correlation being .72; however, differences between fighters and nonfighters were only at the chance level. This was in sharp contrast to such test instruments as the MMPI, Humor Test and the clinical life history interview, where a plethora of differences emerged.

"Subsequent Army Careers of Effective and Ineffective Combat Soldiers," by Jerald N. Walker, paper for annual meeting of Western Psychological Association, Spring 1957.

This study deals with the Army careers, subsequent to Korean combat, of peer-nominated effective and ineffective combat performers (150 fighters and 150 nonfighters). Fighters and nonfighters did not differ on frequency of occurrence of disciplinary actions for military offenses, on mean date of separation from the service, or on reenlistment rate. However, fighters enjoyed a significantly greater mean increase in rank. No difference in intelligence and age was found between those subjects who were separated from the service and those who remained in the service.

***Field Stress: A Preliminary Study of Its Structure, Measurement, and Relationship to Combat*, Staff Memorandum by Tor Meeland, Robert L. Egbert, and Irwin Miller, May 1957.** II

AD 800 675L

This study was concerned with development of stress situations suitable for military testing and proposed training that would make demands demonstrably similar to those of combat. A variety of control stress situations was tried with an emphasis on realistic field activities. Many conventional psychological tests and questionnaires were also given. Correlation of rankings of the stress situations made independently by the men studied and by expert observers indicated that the relative stressfulness of each situation was determined with high reliability.

"Effect of Intelligence and Race on the Correlation Between Barron-Welsh Figure Preferences and Performance in Combat," by Mitchell Berkun, Victor B. Cline, Robert Egbert, and Tor Meeland, paper for American Psychological Association convention, September 1957.

As part of an extensive research program, samples of extremely effective and of extremely ineffective combat infantrymen were selected in Korea in 1953 and given a large battery of objective and personal inventory tests, one of which is reported here. The pattern of figures selectively preferred by one or the other sample was slightly altered when fighters and nonfighters were matched for intelligence, the mean intelligence of fighters being significantly higher than that of nonfighters. The general maturity of the fighters as indicated by the other tests is related to their preferences. No significant racial differences were found.

***FIGHTER I: An Analysis of Combat Fighters and Non-Fighters*, Technical Report 44, by Robert L. Egbert, Tor Meeland, Victor B. Cline, Edward W. Forgy, Martin W. Spickler, and Charles Brown, December 1957.** I

PB-136218 AD-158 178

The purpose of this study was to identify the characteristics that differentiate very good combat performers (fighters) from very poor combat performers (nonfighters). Knowledge of these characteristics can be used in the development of experimental procedures for training, and also for selection and organization of fighting units. The sample of 310 front-line soldiers in Korea was chosen for psychological testing on the basis of information about their recent combat behavior furnished by their peers and by themselves. The findings report the differences between fighters and nonfighters revealed by the test scores.

"Sociometric Effects of Race and of Combat Performance," by Tor Meeland and Mitchell M. Berkun, *Sociometry*, vol. 21, no. 2, 1958; presented under the title, "A Probability Analysis of Criterion and Racial Effects in Sociometric Data," at annual meeting of Western Psychological Association, Spring 1957.

Sociometric tests examining the effects of race and combat performance were given to 309 infantrymen immediately following Korean combat. The men were divided into 20 groups who lived together for a week of psychological testing. They were then given a sociometric test in which they were to choose and reject men to be with during rest and recreation, combat, and in a bunker, and to have as a combat leader. Results indicated (a) sociometric preferences show effects of race and characteristics associated with combat performance quality; (b) ineffective fighters were sociometrically rejected by both effective and ineffective fighters; and (c) ingroup and outgroup reactions to an outgroup are stronger in terms of rejecting the outgroup than in accepting the ingroup.

***The Construction, Validation and Application of a Subjective Stress Scale*, Staff Memorandum by Robert H. Kerle and Hilton M. Bialek, February 1958; presented under the title, "Measuring Affective States by Means of Thurstone Scaling Techniques," at American Psychological Association convention, September 1958.** **AD-489 875L**

A persistent problem in field research is the measurement of subjects' perception of their own reactions or feelings. In innumerable situations, especially in stress and frustration experiments, this response is highly desirable and is usually accomplished either by a simple checklist or by asking the subject to verbally recollect after the experiment is completed. As a result, experimenters have been unable to derive measures of this response which would meet the criteria of objective measurement. The unique application of Thurstone scaling techniques to this problem has shown, empirically, the possibility of obtaining valid and reliable measures of affect which are amenable to conventional statistical manipulations.

***FIGHTER I: A Study of Effective and Ineffective Combat Performers*, Special Report 13, by Robert L. Egbert, Tor Meeland, Victor B. Cline, Edward W. Forgy, Martin W. Spickler, and Charles Brown, March 1958.** **PB-135106 AD-158 581** I

This research was designed to obtain as complete a description as possible of the differences between soldiers who were judged to be effective and ineffective combat performers in the Korean conflict. Tests were administered in Korea to 310 combat infantrymen who had previously been identified as fighters or nonfighters on the basis of descriptions of their recent combat behavior. The 40-hour test battery consisted of a wide variety of instruments, including personality questionnaires and projective tests, sociometrics, a life history questionnaire and interview, and objective tests designed to study various characteristics of the group. This report deals with the methodology of the research, describing the assessment procedures and the analyses performed on the data.

***Inferred Correlation Between Combat Performance and Some Field Laboratory Stresses*, Research Memorandum by Mitchell M. Berkun, Jerald N. Walker, and Tor Meeland, November 1958.** **AD-478 358L** II

Subjects were examined to determine whether there is a correlation between performance in combat and performance in particular artificial stress situations. One sample group of 300 infantrymen (classified as either effective or ineffective combat performers) was tested during and immediately after Korean combat. The second sample of 120 trainees at Fort Ord were exposed to field and laboratory stresses (simulated combat, mock parachute jumps, electric shock, fire fighting), and were ranked for effectiveness of performance. Results of tests administered to men undergoing the artificial stress situations and to combat performers did not correlate sufficiently to allow use of the situations as stress criterion indicators.

"Psychological and Physiological Responses in Observers of an Atomic Test Shot," by Mitchell M. Berkun, Paola S. Timiras, and Nello Pace, *Psychol. Rep.*, vol. 4, no. 4, December 1958 (Subcontractor: University of California).[1]

Fourteen men given the opportunity to observe a test shot at close range did not reveal any stressful responses either by superficial conversation with the experimenters or by altered urinary constituents. However, responses on a self-descriptive verbal checklist did shift significantly from a control measurement of the same subjects. The control mean was the word "cool-headed"; the mean word on the experimental day was "timid," a shift of 3.1 points on an 11-point equal-appearing-interval scale. This scale is thus promising for many applications in evaluating a subjective emotional response.

"Development of a Verbal Measure for Use in Stress Study," by Kan Yagi, Robert E. Knox, and Patrick Capretta, paper read at meeting of WPA, 1959. IV

Army trainees were taken on a flight, presumably for a study of altitude effects, and the plane appeared to malfunction, with emergency conditions developing. The subjects were given, as a performance test, a contrived "official emergency data form" to complete, presumably as part of the ditching procedure. This form was actually a stress measure, with garbled and complicated instructions. One control group was given the measure on a normal flight; another, on the ground. The mean score of the experimental group was significantly lower than that of either control condition, indicating that the measure was sensitive to stress and that it did not reveal the pretense.

"A Test-Retest Study of Two Tests Measuring Mechanical Ability," by James L. Berry, paper read at meeting of WPA, 1959.

The test-retest reliabilities of the McQuarrie Mechanical Abilities Test and the Army Rifle Assembly Test were checked. During their fifth week of Basic Training, 93 Army trainees were divided into six groups counterbalanced to control for order of test presentation. The Rifle Assembly Test did not obtain the high measure of reliability of the McQuarrie test. The correlation between the tests was too low to warrant substitution of the Rifle Assembly Test in subsequent measures of mechanical ability.

"Validity of Two Types of Stress-Sensitive Measures in Military Field Studies: Experimentation and Discussion," by Patrick Capretta, T. Meeland, and Hilton Bialek, paper read at meeting of WPA, 1959.

To determine the degree of psychological stress in several military field problems, two categories of response–field performance (firing proficiency, message recall, retention of emergency instructions) and psychological test behavior (rigidity-flexibility, ideation, and perseverance)–were examined. The performance measures had a greater overall sensitivity to stress than the psychological tests. The latter failed to discriminate between experimental stress and non-stress (control) in the field. Firing accuracy scores and recall of instructions showed highly significant effects.

---

[1] **Mitchell M. Berkun was on the staff of Division No. 3 (Recruit Training); Paola S. Timiras and Nello Pace were employees of the subcontractor.**

"Some Characteristics Distinguishing Peer-Preferred From Non-Preferred and From Rejected Tentmates During a Cold-Weather Military Exercise," by Mitchell M. Berkun and Robert E. Knox, paper read at meeting of APA, 1959.

After engaging in cold weather maneuvers, 32 preferred, 32 rejected, and 18 sociometrically indifferent Army subjects were selected by tentmates who substantiated nominations with observed incidents of effective or ineffective behavior. Subsequently, an intensive two-day battery of tests was given to study characteristics distinguishing among these groups. The preferred subjects are reliably older and have more "automotive information." They are also better (statistically significant) on measures of eye-hand coordination, ability to handle complex information, masculinity, and ego strength. Other measures of intelligence gave differences consistently in favor of the preferred group being higher, but these differences failed of statistical significance. Age, ego strength, maturity, and perhaps intelligence distinguish preferred from nonpreferred peers in a hostile environment.

***Human Psychophysiological Response to Stress: Successful Experimental Simulation of Real-Life Stresses,* Research Memorandum by Mitchell M. Berkun, Hilton M. Bialek, Kan Yagi, James L. Berry, Richard P. Kern, Robert D. McDonald, and Howard H. McFann, December 1959; Symposium presented at meeting of APA, 1959.** IV

AD-478 299L

This presentation deals with some of the theoretical aspects of, and two empirical situations of, simulated stress in combat. A review of the conceptualization of and research methodology involved in simulation of real life stress situations is also included.

"Army Data on Taylor MAS, Intelligence, and Ego Strength," by Hugh L. LaMonaca and Mitchell M. Berkun, *Educ. Psychol. Measmt,* vol. 19, no. 4, Winter 1959; paper read at meeting of WPA, 1958, under the title, "Some Army Normative Data on the 50-Item Form of the Taylor Manifest Anxiety Scale."

A 50-item short form of the Taylor Manifest Anxiety Scale was studied in relation to an Army enlisted population. The short form was found to be adequate for selecting anxious subjects from Army enlisted men. On this sample, MAS correlated negatively with ego strength and zero with intelligence.

"A Note on Eosinopenia as an Index of Psychological Stress," by Robert D. McDonald and Kan Yagi, *J. Psychosom. Med.,* vol. 22, no. 2, March-April 1960. IV

A military field problem used direct eosinophil counts as an index of psychological stress. Seventeen subjects, led to believe they had caused serious injury to a companion through misuse of explosives, were required to attempt to repair a switchboard to call for medical assistance. A control group of 24 subjects attempted the same repair for routine calls. When compared with the control group and to themselves after a week of rest, results showed eosinopenia (a significant decrease in eosinophils) occurred in the stressed group.

"Intercorrelations of Taylor MAS With Certain Other Personality Measures and a Physiological Measure," by Mitchell M. Berkun, paper read at meeting of WPA, 1960. IV

A random sample of 150 Army trainees was tested with a variety of instiuments. Correlations were computed between the Taylor Manifest Anxiety Scale and ego strength, multiple-choice Rorschach, intelligence, and peripheral circulation eosinophils. Correlations with ego strength and intelligence were essentially the same as those found in previous studies. Correlation with multiple-choice Rorschach was essentially zero. There was a slight tendency for higher MAS subjects to have a higher basal eosinophil count, giving some support to relating these two manifestations of anxiety.

Validity and Reliability of Certain Indicators of Psychological Stress, **Research Memorandum by Patrick J. Capretta, James L. Berry, Robert H. Kerle, and Hugh L. LaMonaca, June 1960; paper read at meeting of WPA, 1959, under the title, "Backward Digit Memory Span and Stress."** IV
AD-478 381L

By utilizing a stressor with a high face validity and a measure which had previously discriminated transitory anxiety states, this study investigated the behavioral effects of stress on backward digit memory span, digit symbol substitution, number checking, and speed of rifle disassembly and assembly. It was determined that exposure of human beings to an apparently affect-producing situation produced concomitant performance effects on backward digit memory span tested during the situation, but not on subsequent performance of other tasks. Habituation reduced both the affective and behavioral response.

"Human Eosinophil Response to Acute Physical Exertion," by Robert D. McDonald, Kan Yagi, and Eugene Stockton, *J. Psychosom. Med.*, vol. 23, no. 1, January-February 1961. IV

Eosinophil level is determined before and immediately after and at four successive two-hour intervals after strenuous voluntary exercise. An immediate rise in count is followed by a drop of at least two hours duration, recovery to normal being noted at 5½ hours after end of exercise. This is compared with the immediate drop previously found following emotional stress.

"Some Problems in the Reliability of the Adjective Check List," by Kan Yagi and Mitchell Berkun, paper read at meeting of WPA, 1961.

The Adjective Check List developed by Nowlis was given to 147 enlisted military personnel as part of a larger research project. In addition to the standard instructions, the subjects were asked to cross out words they did not know or understand. By dropping reports with more than 10% (15 or more) of the words crossed out, or reports with several contradictory responses, or reports with four or more instances of disagreement in response to the same word, only 38% of the reports could be retained. It was concluded that the Adjective Check List was not an appropriate instrument to be used with this particular enlisted population without major modifications.

"Summary of Research of Experimental Studies of Stress in Man," by Howard H. McFann, NATO Symposium on Defense Psychology, Soesterberg, The Netherlands, August 1961. IV

Five specific stress situations are briefly described and results of experimental studies in these situations are depicted graphically.

"Blood and Urinary Responses of Man to an Ordered Series of Realistically Stressful Situations," by Mitchell M. Berkun, paper read at Symposium, meeting of Psychonomic Society, Columbia University, September 1961. IV

This is one of four papers describing research on the physiological and psychological effects of stress, utilizing natural-appearing stress stimuli and embedded measures. In the experimental situations, subjects believed their survival or that of another person was in jeopardy. The realistic stress situations produced a decrement in performance of a relevant task, an increase in negative affect, and a physiological alteration, relative to control groups.

"Contrasts Between More Effective and Less Effective Persons," by H. Bialek, paper read at Symposium, meeting of Psychonomic Society, Columbia University, September 1961. IV

Experimental and control subjects in three realistic stress situations were divided into high performance and low performance categories. Effectives displayed less manifest anxiety, were significantly higher on an interest-attitude scale keyed for selecting highly rated combat men in Korea, were more intelligent, had more formal schooling, and had higher reading comprehension and mechanical ability. Ineffective performers tended to complain of worrying and nervousness and were introspective, ruminative, and over-ideational.

"An Investigation of the Role of Defensive Functioning in Relation to Emotional Arousal and Effectiveness of Performance," by Richard P. Kern, paper read at Symposium, meeting of Psychonomic Society, Columbia University, September 1961. IV

Individual differences in reactions to experimental stressor situations were examined through an investigation of the clinical concept of defensive functioning and its role in relation to intensity of emotional arousal, perception of the physical harm threat, and quality of performance. Post-stress interviews and emotional arousal ratings obtained from a subjective stress scale supplied the data. It was concluded that defensive functioning, when it is assessed by means of retrospective report material, fills no useful function in accounting for individual differences in resistance to severe stressors.

"Quantitative Subjective and Projective Responses to an Ordered Series of Realistically Stressful Situations," by Kan Yagi, paper read at Symposium, meeting of Psychonomic Society, Columbia University, September 1961. IV

A subjective stress scale (SSS) was used to assess the intensity of emotional arousal produced by four realistic stress situations. The mean SSS rating for each of the situations was used as the index of the intensity of threat. In each case, the experimental group means were higher (more negative) than those of their appropriate controls. Circulating eosinophils and urinary steroids were examined as a function of mean SSS. A plotted curve for blood eosinophils proved to be erratic; however, the steroid curve indicated a rise, then a fall, as SSS increased. Mean performance level showed a decrement at the more intense end of the continuum.

"Validity and Reliability of Certain Measures of Psychological Stress," by Patrick J. Capretta and Mitchell M. Berkun, *Psychol. Rep.*, vol. 10, no. 3, June 1962. IV

"Urinary Responses to Psychological Stresses," by Mitchell M. Berkun, paper read at meeting of Society for Psychophysiological Research, Denver, October 1962. IV

Urine samples were collected from 124 males, each of whom underwent briefly one of the following contrived but apparently genuine experiences: an aircraft emergency aloft with a crash landing threatened; a comparable flight but with no emergency; an Army field exercise in which artillery shells were mistakenly shot at them; an Army exercise which was interrupted by a brush fire which threatened the subject's safety; an Army exercise in which the subject accidentally became exposed to nuclear fallout; a comparable Army exercise in which no emergency developed; an accident for which the subject considered himself responsible which appeared to seriously injure another person; and two comparable control situations with no accident. The pattern of urinary responses for stressed groups and independent control groups, and data for both groups on their "experimental" day and a "base line" day when all subjects rested are presented.

***Experimental Studies of Psychological Stress in Man*, Research Report 10, by Mitchell M. Berkun, Hilton M. Bialek, Richard P. Kern, and Kan Yagi, December 1962; published as *Psychol. Monogr.*, vol. 76, no. 15 (Whole No. 534) [October] 1962.** IV AD-469 091

This research consisted of efforts to develop stressful situations that could be used to determine individual reactions to stress. To establish that an effect is produced similar to the effect evoked by a naturally occurring event, three criteria were proposed: (a) a subjective self-report of the stress situation; (b) an objective measurement of the performance of acts relevant to the stressful environment; (c) a measurement of the physiological response to the stress situation. Five experimental situations were tested against these criteria, from 13 to 27 subjects exposed to each situation. Observations on subjects are presented, with brief descriptions of differences between more effective and less effective performers.

"Psychological and Physiological Criteria for Stress Simulation Research," by Mitchell M. Berkun, paper read at 3d Annual Symposium, Human Factors Society of Los Angeles, June 1963. IV

To predict, from experimentation, the ability of men to cope with real stresses requires first a validation of the experimental situation as a substitute criterion for uncontrollable reality. Simulation of a stressful environment must avoid cues which invite the subject to deliberately assume a role or which provide him with more psychological support than he will receive in the reality to which the findings must generalize. The task he is to perform must be meaningful in the stress-producing context. Stressors which fulfill these requirements ought to produce (a) a measurable disturbance of performance, (b) a report of awareness of a feeling of discomfort, fear, threat, or unpleasantness, and (c) a measurable perturbation of physiological processes.

"The Trumpet Sounds: Can Our Troops Be 'Battleproofed'?" ***Army Information Dig.*****, vol. 20, no. 12, December 1965; based on a briefing by Richard Kern and Howard McFann given at the U.S. Army Infantry School, Fort Benning, Ga.**

This article discusses the relation of combat training, personality, and attitudes and their effects on a trainee's performance under hazardous conditions. Such performance is viewed as a joint function of technical skills and the relative strength of two opposing attitudes—confidence or despair. When training contributes unnecessarily to a man's sense of despair, it can unintentionally undermine his ability to cope with the stresses of combat. Skills can be taught, however, in such a way as to increase a man's confidence and thus his resistance to combat stress, and it might be expected to make him less vulnerable during initial exposure to combat and more effective over a longer period of time.

A Conceptual Model of Behavior Under Stress, With Implications for Combat Training, **Technical Report 66-12, by Richard P. Kern, June 1966.** AD-637 312 V

On the basis of reported observations of the behavior of individuals under various prolonged physical harm conditions, a sequential pattern of behavioral reactions is described, reflecting the behavioral manifestations of a stress process. This sequential pattern of behavior would be expected, over time, to apply to any individual in any severe physical harm threat. The rate of development of this behavioral pattern under a given set of environmental stressor conditions represents the individual's stress resistance. A conceptual model was developed to describe the mode of operation of key attitudinal variables and environmental stressor variables in producing this behavioral pattern as well as the individual differences in stress resistance. Design of training to increase stress resistance in combat or other hazardous jobs is discussed from the basis of this conceptual framework.

FIREPOWER—Division No. 2 (Armor)

Sub-Unit

Methods for Improving Performance in Tank Gunnery

Error in the Use of the M1 Gunner's Quadrant, Staff Memorandum by Charles A. Bancroft, June 1955. AD-480 315 III

Consistency in Laying the Main Tank Gun in a Live-Fire Situation (U), Technical Report 39, by Melvin A. Schmitz, June 1957 (CONFIDENTIAL, Modified Handling Authorized). AD-137 495 II

Motion picture records of the lay-fire sequence were made of 23 armor trainees and 11 expert gunners firing a series of six live rounds at a simulated target. The motion picture data were studied with a view toward describing the consistency with which trainees and experts lay the main tank gun. In addition, factors contributing to variable lay error in the live-fire situation were discussed. (U)

Comparison of the Stereoscopic Range Finder, M12 With the Coincidence Range Finder, T43, (U), Technical Report 42, by Norman Willard, Jr., August 1957 (CONFIDENTIAL). AD-141 530 I

Two types of range finders have been developed for use in Armor as a means for determining target distance. In 1952 the stereoscopic instrument was adopted; subsequently, a new and improved model of the coincidence range finder was produced. In field tests, a controlled comparison was made of the operator's rate of learning and the final level of proficiency achieved on the two types of instrument. (U)

Comparison of the Stereoscopic Range Finder, M12 and the Coincidence Range Finder, T43 as Used in Range Determination at Night, Technical Report 53, by Melvin A. Schmitz, Edward A. Stark, and Norman Willard, Jr., April 1959. PB-140522 AD-216 117 I

A comparison was made of the performance of highly skilled range finder operators using the stereoscopic range finder, M12, and the coincidence range finder, T43, on targets likely to be encountered at night. Rangings were made on tank targets set at varying distances from the line of observation, by daylight and at night with the targets under two different conditions of illumination. Findings indicated the superiority of the coincidence range finder as the optical ranging device for use in tank gunnery at night.

The Training Effectiveness of Table VII of the Tank Gunnery Qualification Course, Research Memorandum by Ronald C. Kelsay, April 1959. AD-487 892L VI

Human Factors Evaluation of the Tank, Combat Full Tracked: 105mm Gun, M60, Consulting Report by Donald F. Haggard and Albert R. Wight, February 1961. AD-487 893L VIII

"Collective Reinforcement of Groups," by Peter C. Wolff, Dennis Cannon, and David Burnstein, paper for annual meeting of Midwestern Psychological Association, Spring 1962. IV

Target Detection: Study 3, The Relative Usefulness of Active Participation and Verbal Description Techniques in Target Detection Training, Research Memorandum by Peter C. Wolff and Joseph Van Loo, July 1962. AD-487 891L IV

The study dealt with active participation, verbal descriptions, and transfer from stationary to moving targets during training in target detection and identification. Findings indicated that target detection was improved by active participation but false detection was increased. Findings also suggested that target detection and target identification skills should be trained separately. Appendices list slides used, subject instruction, and slide test descriptions.

Target Detection: Study 6, The Effects of Schedules of Collective Reinforcement on a Class During Training in Target Detection, Research Memorandum by Peter C. Wolff, David D. Burnstein, and Joseph A. Van Loo, July 1962; paper for annual meeting of Southeastern Psychological Association, Spring 1962. AD-487 889L IV

Target detection training was studied to determine the effectiveness of (a) group training as compared to individual training, (b) graded and random sequences of difficulty in target detection slides, and (c) verbal reinforcement for correct detection responses. Results indicated no loss of effectiveness for group training, but that verbal reinforcement did not significantly increase target detection performance. Graded sequences of difficulty in detection problems were more effective than the randomly sequenced problems.

***Training Methods for Simulators of Remote Control Human-Guided Missile Systems: 1. A Comparative Evaluation of Component Skill and Total Skill Training Exercises,* Research Memorandum by Donald F. Haggard, July 1962.** VII **AD-463 442**

Seven training programs including total task practice and component skill groups were compared to determine relative effectiveness for simulator training (particularly S-55 simulator). Total task practice was superior to the others. It was concluded that the S-55 is not so complex as to require training fractionation.

***Target Detection: Study 7, Partial Point-Out of Targets as Collective Reinforcement in Group Target Detection Training,* Research Memorandum by Peter C. Wolff, Joseph A. Van Loo, and David D. Burnstein, August 1962.** IV **AD-488 446L**

Collective reinforcement, feedback in the form of providing partial point-out of targets according to one of six schedules, was studied during target detection training. Although there were significant differences between groups on different schedules of reinforcement, none of the groups performed as well as a comparison group receiving 100 percent reinforcement.

***Training Methods for Simulators of Remote Control Human-Guided Missile Systems: 2. An Experimental Comparison of Three ATGM Gunner Training Programs (U),* Research Memorandum by Donald F. Haggard, August 1962 (CONFIDENTIAL)** VII **AD-379 524L**

"Effects of Schedules of Collective Reinforcement on a Class During a Target Detection Course," by Peter C. Wolff, David D. Burnstein, and Joseph A. Van Loo, *Percept. Mot. Skills*, vol. 15, no. 3, December 1962. IV

To determine whether the effects of group reinforcement are similar to those of individual reinforcement, 105 U.S. Army trainees in seven groups in target detection were given various schedules of verbal praise. Of three groups which saw the slides in a graded sequence of difficulty, one group received verbal praise whenever 80% made the correct response, one received praise whenever the cumulative total of correct responses was 24, and one received no reinforcement. Three other groups, similarly reinforced, saw the slides in a random sequence. The results were consistent with those obtained elsewhere. The graded sequence of slide presentation led to significantly better performance on the post-training test. Consistent reinforcement of "easy responses" led subjects to make only easy detections; whereas, reinforcement of "easy and difficult responses" led them to make difficult detections. That is, the ratio method led to better performance, and the percentage method to poorer performance, than the no-reinforcement method.

"Group Training With Active Participation: Some Methodological Limitations," by Peter C. Wolff, David D. Burnstein, Donald F. Haggard, and Joseph A. Van Loo, *Percept. Mot. Skills*, vol. 16, no. 1, February 1963. IV

Eighty enlisted men matched on visual acuity and color discrimination were divided into four equal groups: a demonstration method, an active participation method, an untrained group, and a group of "experts." Actively trained subjects detected significantly more targets than untrained subjects but, also made significantly more false detections. The expert group did not make any more detections than the active participation group but made fewer false detections than either the active participation group or the demonstration group.

Research By-Products resulting from this research effort are listed in Part III.

FLINCH—Division No. 2 (Armor)

Sub-Unit

The Effect of Flinch Upon M1 Rifle Marksmanship

The Effect of Flinching on M1 Rifle Marksmanship, Staff Memorandum by Eugene F. MacCaslin and Leo Levy, March 1955. AD-477 645L

FORECAST—Division No. 1 (System Operations)

Sub-Unit

Development of a Method of Forecasting Training Demands Imposed by New Electronic Weapon Systems[1]

"Cue-Response Analysis of a Maintenance Task," by Edgar L. Shriver, paper for symposium at American Psychological Association convention, Washington, September 1958. I

* This paper describes the rationale employed in developing the FORECAST I experimental M33 weapon system training program. In addition to describing the application of Cue-Response analysis to maintenance tasks, the paper also describes its use in operator tasks in the context of the same experiment.

"The Approach and Results in the FORECAST I Experimental Study," by William A. McClelland, presented to Department of the Army, Washington, October 1958; also presented to U.S. Continental Army Command, Fort Monroe, Va., November 1958. I

* This briefing was one of the first reports on FORECAST research, and describes the results of the FORECAST I experimental training program at Aberdeen, Maryland, in 1958. (HumRRO Technical Report 63 describes the FORECAST I research more fully.)

***Increasing Electronics Maintenance Proficiency Through Cue-Response Analysis*, Research Memorandum by Edgar L. Shriver, C. Dennis Fink, and Robert C. Trexler, October 1959.** II

* Studies relating to the use of mockups and transfer potential of cue-response methods of job analysis were conducted under FORECAST II, using a subcourse of the FORECAST I M33 program. Significant increases in troubleshooting proficiency were obtained through the use of low-cost mockups.

***Determining Training Requirements for Electronic System Maintenance: Development and Test of a New Method of Skill and Knowledge Analysis*, Technical Report 63, by Edgar L. Shriver, 108 pp., June 1960.** I

PB-149202 AD-239 416

The object of this study was to develop methods of analysis that would (a) accurately define the skills and knowledges needed for the operation and repair of electronic systems, and (b) be applicable to such systems in preproduction stages so that they could be used in forecasting training needs. Methods of analyzing the operation and maintenance (through fourth echelon) from the system itself were developed for the M33 radar system, and a cue-response training content was derived. A nine-day performance test (including about the same number and type of field malfunction problems that an average MOS 232.1 repairman would encounter during his first 8 to 12 months on the job) was used to evaluate the proficiency of about 40 students trained by the experimental and the standard courses. Although the experimental training required less than half as much time as the standard course, there was no practical difference in the proficiency of the two groups.

***A Procedural Guide for Technical Implementation of the FORECAST Methods of Task and Skill Analysis*, Research By-Product by Edgar L. Shriver, C. Dennis Fink, and Robert C. Trexler, 101 pp., July 1961.** II-III

AD-262 771

Detailed guidance on the method of writing task analyses and the use of FORECAST training techniques to develop a more pertinent and better-organized electronics course is provided in this supplement to Technical Report 63. Although this manual devotes some attention to other areas of maintenance, it is primarily concerned with the problem of proficient troubleshooting of electronic equipment.

---

[1] **Presence of a star to the left of the abstract indicates that the item is one of the FORECAST papers or presentations included in *Collected Papers Prepared Under Work Unit FORECAST: Development of a Method of Forecasting Training Demands Imposed by New Electronic Weapon Systems*, Professional Paper 16-68, June 1968.**

***FORECAST Mockup System Technical Description*, Research By-Product by C. Dennis Fink, Robert C. Trexler, James E. Birdsall, and Edgar L. Shriver, 92 pp., September 1961.** III

AD-637 726

This research by-product describes in technical detail the FORECAST system of mockups used to teach electronics repairmen the fundamental principles of troubleshooting and repairing electronics equipment without requiring expensive real equipment for training purposes.

"Using Cues and Responses to Translate Logical Into Practical Troubleshooting," by Edgar L. Shriver, paper for symposium at American Psychological Association convention, New York, September 1961.

* This paper distinguishes between logical troubleshooting wherein functional block diagrams are used as a means to convey systems operation information, and FORECAST troubleshooting block diagrams which result from the application of cue-response analysis to electronic maintenance diagnostic tasks. It refers to the early FORECAST I research as well as to subsequent applications of the FORECAST analytical methods.

***A Description of SNAP Programming*, Research Memorandum by Edgar L. Shriver and Robert C. Trexler, 23 pp., May 1963.** IV

AD-422 110

SNAP is a simplified training method of presenting programed materials to avoid unduly exacting and boring techniques. SNAP—Socratic Non-Anacoluthic Programming—refers to tutorial interplay between program and student (Socratic) with unbroken sequence and coherence especially within single thoughts (Non-Anacoluthic). Material is presented in scrambled book form, interspersing what normally would be end-of-chapter questions throughout the chapter. In this way the learner participates actively, as he is expected to respond correctly in one step before he continues to the next.

***Implementation and Checkout of the FORECAST Concept of Electronic System Repair at the U.S. Army Ordnance Guided Missile School*, Consulting Report by Edgar L. Shriver, C. Dennis Fink, and Robert C. Trexler, 75 pp., August 1963.** III

AD-422 383

The FORECAST concept of electronic system repair was implemented and checked out on the Improved Nike-Hercules high power acquisition radar (HIPAR). The report goes into the basic concepts, mockup equipment used in training, and details of the training. The FORECAST portion is 10 weeks of the total training period, and covers overall system functioning and practice. Appendices give course outlines, equipment illustrations, and sample lesson plans.

***SNAP Programming: Troubleshooting the Improved NIKE Hercules HIPAR Transmitter*, by Edgar L. Shriver and Robert C. Trexler, 175 pp., February 1964, Research By-Product supplement to *A Description of SNAP Programming*, Research Memorandum, May 1963.** IV

AD-637 731

This research by-product presents samples of SNAP programming prepared for the Nike Hercules HIPAR course, which uses the FORECAST concept for training repairmen. The material is divided into four areas of troubleshooting: Troubleshooting Block Diagram and Technical Story; symptoms; within block troubleshooting; and practical exercises in troubleshooting the HIPAR transmitter.

"SNAP Programming," by Edgar L. Shriver and Robert C. Trexler, paper for National Society for Programmed Instruction, San Antonio, April 1964. IV

* The underlying principles of SNAP programming are described in this memorandum. In addition, an example of SNAP programmed materials is provided in a scrambled text format in keeping with the denotative aspect of the technique.

FORECAST Systems Analysis and Training Methods for Electronics Maintenance Training, **Research Report 13, by Edgar L. Shriver, C. Dennis Fink, and Robert C. Trexler, 52 pp., May 1964.** **AD-441 248**

The research presented in this report was directed primarily toward troubleshooting electronic weapon systems. Its principal findings bear upon three interconnected problems: (a) developing training content based upon a cue-response paradigm; (b) developing training and job methods and aids, such as mockups, substitute or obsolete equipment, and block diagrams for troubleshooting; (c) planning and managing personnel, with special reference to transition training from old to new weapon systems. Results of the studies made suggest that training based on FORECAST methods of analysis produces men capable of effectively performing the job with less training time than needed for traditional instruction in electronics maintenance.

"Two Jobs for One in Electronic Maintenance," by Edgar L. Shriver and Robert C. Trexler, paper for American Psychological Association convention, Chicago, September 1965.

* Splitting the electronics maintenance job into two jobs is proposed in this paper. The jobs are identified according to their function: planning and execution. The proposal suggests that second enlistment planners, with appropriate training, can develop the job aids required by first enlistment technicians in executing maintenance operations.

Collected Papers Prepared Under Work Unit FORECAST: Development of a Method of Forecasting Training Demands Imposed by New Electronic Weapon Systems, **Professional Paper 16-68, 41 pp., June 1968.**[1] **AD-673 026**

(FORECAST items included in this Professional Paper are indicated with a star in the left margin of the abstract.)

Reports on research in the area of electronics maintenance include descriptions of the results of the FORECAST I experimental electronics maintenance training program; the application of cue-response analysis to the development of an experimental M33 weapon system training program; use of mockups and cue-response methods for troubleshooting proficiency in FORECAST II; the distinguishing characteristics of the FORECAST method of troubleshooting; SNAP programming; and a proposal to split the electronics maintenance job according to planning and executing functions.

Research By-Products and other related research materials are listed in Part III under FORECAST, and also under Technical Advisory Service.

---

[1] See Technical Advisory Service for HumRRO Technical Report 65-3, prepared for the Department of the Navy, an additional publication that was based on FORECAST work.

Sub-Unit

GAMBIT—Psychological Warfare Division

Identification of Personnel Characteristics for Evaluating Special Forces Training

Factors Related to the Effectiveness of Special Forces Personnel, Staff Memorandum by Herbert I. Abelson, with Technical Appendices (published separately) by Harriet S. Beckwitt and Herbert I. Abelson, August 1954. AD-379 522L

GUNNERY—Division No. 2 (Armor)

Conservation of Tank Ammunition Through an Improved Training Method: Subcaliber Substitution

An Analysis of the M-48 Troop Test Firing Data, Staff Memorandum by Charles A. Bancroft, March 1955.

The Effect of Increased Subcaliber Substitution Training on 90mm Gunnery Proficiency, Staff Memorandum by Vonne F. Porter, Donald J. Baerman, and John G. Reddan, June 1955. AD-480 427 I

Consistency in Re-laying as a Factor in Tank Gunnery, Technical Report 25, by Leland E. Thune and Andrew J. Eckles III, December 1955. PB-134405 AD-103 634 II

This study was designed to measure the degree to which accuracy of fire in tank gunnery is limited by the operator's ability to re-lay the weapon on the same aiming point. Tests made on the M48 tank show that (a) highly consistent re-laying is possible with the range finder, the telescope, and the periscope; (b) variability in ranging and in action of the computer is a larger source of inconsistency than is aligning the sight reticle on the target; (c) consistency in re-laying is directly related to refinement and optical power of the fire control device used; and (d) consistency in re-laying by tank crews reaffirms the need for having boresight retention checks made by skilled technicians using special aids. Tests made on the M47 tank showed that both tank gunnery experts and trainees re-lay with high consistency, but that re-laying consistency of trainees as measured in this study is only very slightly related to gunnery proficiency.

HAWKEYE–Division No. 5 (Air Defense) (Ongoing) Sub-Unit

Methods for Improving Performance of Radar Technicians

Research By-Products and other related research materials are listed in Part III.

HELFIRE–Division No. 6 (Aviation)

Methods for Improving Training and Performance in Aerial Firepower Systems

"Target Acquisition From the Armed Helicopter," by Francis H. Thomas, paper presented at classified Visual Search Symposium of the Armed Forces - NRC Committee on Vision, San Diego, April 1962.

"Let's Take a Look at New Project Task HELFIRE," by CPT Donald J. Haid, *Army Aviation*, vol. 11, no. 9, September 1962.[1]

"A Discussion of U.S. Army Aircraft Armament Program, 1 February 1963," by MAJ Donald J. Haid, paper read at meeting of American Helicopter Society, Washington, May 1963.[1]

"Aviator Performance in the Light Weapons Helicopter During Nap-of-the-Earth Flight," by Francis H. Thomas, paper read at meeting of the 10th Army Human Factors Research and Development Conference, U.S. Army Board for Aviation Accident Research, Fort Rucker, Ala., October 1964. II

---

[1] Major Haid was the Unit Chief of the U.S. Army Aviation Human Research Unit.

HIGHLEAD–Division No. 4 (Infantry) **Sub-Unit**

Training for Leadership at Senior Levels of Command

"Assumption of Command," by Joseph A. Olmstead, *Military Rev.*, vol. XLIV, no. 2, February 1964.

"Leadership at Senior Levels of Command," by Joseph A. Olmstead, paper for meeting of Georgia Psychological Association, Jekyll Island, Ga., February 1965; issued as Professional Paper 5-68, 7 pp., February 1968. AD-666 070

In HumRRO Work Unit HIGHLEAD, an effort has been made to integrate, systematize, and apply relevant existing knowledge from the social sciences in order to provide a better understanding of the organizational role of the high-level military commander. The study deals with leadership as it is relevant to a broad range of upper-level command positions. A source document in book form, "Leadership at Senior Levels of Command," is being processed for publication as part of the official U.S. Army literature.

"The View From the Top—The Demands of Organizational Leadership," by Joseph A. Olmstead, paper for symposium at American Psychological Association convention, New York, September 1966; included in *Goal-Directed Leadership: Superordinate to Human Relations?*, Professional Paper 11-67, March 1967.

"The Skills of Leadership," by Joseph A. Olmstead, *Military Rev.*, vol. XLVII, no. 3, March 1967; issued as Professional Paper 15-67, April 1967. AD-650 712

Performance of an organization's personnel, both individually and as a unit, is shown as the criterion of the effectiveness of its leadership; hence leadership is defined as the process of influencing individuals and organizations to obtain desired results. The effective leader is characterized, and the needs of a leader in the areas of diagnostic and action skills are described.

HILO–Division No. 4 (Infantry)

An Experimental Study of Habituation to Height at the Mock Tower

***The Effect of Mock Tower Height in Airborne Training*, Technical Report 29, by Charles D. Windle, Joseph S. Ward, Kimball Nedved, and Jerome Nathan, May 1956.** PB-124636 AD-108 198

As the final phase of a research study of attrition in basic Airborne training, experimental variations were introduced into the mock tower jumps: Group A, all from 18 ft.; Group B, all from 26 ft.; Group C, all from 34 ft. (standard procedure); and Group D, progressing from 18 to 26 to 34 ft. Performance comparisons showed that the first two groups learned jump form more readily than did Group C; Group D did not appear to be superior to Group C in learning jump form. The attrition rate for the experimental was less than for the standard group during mock tower training; however, the four groups did not differ significantly in attrition by the end of the course.

IMPACT–Division No. 1 (System Operations) (Ongoing) Sub-Unit

Instructional Model/Prototypes Attainable in Computerized Training

"The Development and Maintenance of Optimal Learning Conditions," by Robert J. Seidel, paper for symposium at American Psychological Association convention, Washington, September 1967; issued under the title, *A General Systems Approach to the Development and Maintenance of Optimal Learning Conditions*, as Professional Paper 1-68, 22 pp., January 1968. **AD-665 274**

In the context that a general systems approach to the development and maintenance of optimal learning conditions is a point of view rather than a doctrine, two empirical examples are given. To illustrate the desirability of the systems-like approach in studying the nature of learning, the organisms chosen were representative of two widely separate points on the phylogenetic scale. The first comes from a study done with the hooded rat, and the second from research on human behavior. Finally, an illustration of a total systems approach is given by describing the development of an instructional model *a priori* to experimentation.

"Comment on Schurdak's 'An Approach to the Use of Computers in the Instructional Process and an Evaluation'," by Felix F. Kopstein and Robert J. Seidel, *Amer. Educ. Res. J.*, vol. 4, no. 4, November 1967.

This is a critical analysis of Schurdak's suggestion that science has not yet adequately conceptualized the instructional process. The authors present several suggestions for judging theory and research on computer-administered instruction.

INGO–Division No. 5 (Air Defense)

Methods for Deriving Instructional Objectives

"Deriving, Specifying, and Using Instructional Objectives," symposium at annual meeting of Southwestern Psychological Association, Arlington, Tex., April 1966; issued as Professional Paper 10-66, December 1966. **AD-646 976**

"In Defense of Instructional Objectives," by William H. Melching.

Instructional objectives that are stated in terms of the performance expected of a student upon completion of instruction are intended to communicate to both students and instructors. Sample objectives, a history of the development of ideas about objectives, and methods of preparing suitable objectives are given.

"Some Important Ways in Which Performance Objectives Can Vary," by Harry L. Ammerman.

A study of the objectives for 40 courses from eight schools is summarized. Objectives varied in level of specificity of student action, extent to which action is described, completeness, and relevance. Each of these factors is illustrated and discussed. Suggestions are given for promoting objectives to better meet these factors as criteria of useful communicating objectives.

"The Content Validity of Instructional Objectives," by Paul G. Whitmore.

Instructional objectives are equated to specifications for test construction, which should lead to the construction of essentially similar tests. These objectives should relate to some later job situation. The content validity of the test situations is a function of those job descriptive characteristics that affect the required performances in the job situations. Such characteristics are identified during the development of task descriptions. The various classes of task descriptions are related to the design of instructional testing procedures, printed job aids, and instructional communications.

"Instructional Objectives and Measuring Success of Instruction," by John A. Cox.

Given instructional objectives, test items to measure these objectives are relatively easy to conceive. Content validity for the test can be attained by sampling procedures; construct validity is *prima facie;* predictive validity can be computed, if it is reasonable to do so. The logic of developing a curriculum independently from the test is discussed, and use of the test for controlling the quality of trainees is emphasized.

***The Derivation, Analysis, and Classification of Instructional Objectives,* Technical Report 66-4, by Harry L. Ammerman and William H. Melching, May 1966.** **AD-633 474**

An examination of the methods, terms, and criteria associated with the determination of student performance objectives was made in order to synthesize and apply the relatively new developments in Human Factors research on this subject. Educational and training research literature on the subject was examined to identify procedures currently being used or proposed. A survey of eight Army service schools was conducted to determine procedures employed by instructional personnel in determining course content. On the basis of data obtained, important problems arising in connection with the development of objectives are identified and analyzed. A system for analyzing instructional objectives by identifying factors that influence their meaningfulness and usefulness was developed. Types of student performance objectives are listed, and a classification scheme for terminal objectives is suggested. The classification is based on five factors on which a statement of an objective may vary, affecting the nature of the student action description and the communicability of the statement itself. The variety of terms associated with objectives are discussed.

INTACT—Division No. 6 (Aviation)[1]
Integrated Contact/Instrument Training

Sub-Unit

§ *A Summary of Prior Research on Integrated Contact/Instrument Flight Training*, Staff Memorandum by Oran B. Jolley, June 1958. AD-480 456 I

"INTACT: Integrated Instrument Contact Primary Flight Training," by Arthur C. Poe, Jr., MAJ O.B. Jolley, USA Ret., and W.W. Prophet, *U.S. Army Aviation Dig.*, vol. 6, no. 7, July 1960.

"Let's Take a Look at the Sequence of Flight Instruction," by LTC Arne H. Eliasson, *Army Aviation*, vol. 10, no. 6, June 1961.[2]

Research materials resulting from this research effort are listed in Part III.

---

[1] This Work Unit was initiated at Division No. 1 (System Operations). The symbol § indicates an item prepared at Division No. 1.

[2] Colonel Eliasson was the Unit Chief of the U.S. Army Aviation Human Research Unit.

INTERSQUAD—Division No. 3 (Recruit Training)

Sub-Unit

A Study of the Factors Which Account for the Differences Between Effective and Ineffective Rifle Squads

"Analyzing the Group Structures of Rifle Squads in Combat," by Rodney A. Clark, paper read at meeting of APA, 1953.

This paper presents a sociograph derived from the positive and negative valuations of 28 riflemen in one platoon. Each soldier was asked to nominate the three platoon mates with whom he would most like to share a bunker and the three with whom he would least like to live. The sociographic sequence for organizing the sociometric valuations is presented along with a sociographic analysis of the platoon under study.

"Developing a Functional Theory of Leadership," by Rodney A. Clark, paper read at meeting of APA, 1955.

Members of 69 rifle squads on the Korean front lines during the winter of 1952-53 completed questionnaires about their civilian and military backgrounds, skills, and attitudes. In addition, each man was interviewed about himself, his squad, its activities, and the men in it. Platoon leaders and other platoon personnel, company commanders, and battalion commanders contributed performance ratings of their units. Analyses revealed two kinds of variables, leadership functions and group structures of values, which were related to squad combat effectiveness and to each other. From these data, the functional theory of leadership indicated that the activities of a leader which increase effectiveness of group performance are those activities that change the group structure of values.

***Leadership in Rifle Squads on the Korean Front Line*, Technical Report 21, by Rodney A. Clark, September 1955 (For Official Use Only).** **AD-91 214**

The purpose of the study was to determine some of the factors accounting for the difference between effective and ineffective combat rifle squads, with particular attention to differences in squad leadership which may be related to squad effectiveness. Leadership functions, in addition to squad management, found to be important to rifle squad combat effectiveness are: defining goals, setting appropriate examples, teaching, and giving emotional support to the squad. These leadership functions can be effectively performed by squad members other than the squad leader. Findings of this study point to a need for constructing a squad leader training program directed toward development of squad leadership potential. (U)

"The Use of the Q-Sort for Collecting Attitude Data From Company Commanders Under Field Conditions," by Rodney A. Clark, paper read at meeting of WPA, 1956.

A division-size field maneuver to test certain changes in division organization required evaluating the effect of the changes on the attitudes of company commanders toward their jobs. A 36 item Q-sort was prepared to obtain the commanders' self-descriptions. Each commander described himself in three ways: (a) as he saw himself commanding under the new organization; (b) as he used to see himself commanding under the previous organization; and (c) as he would like to see himself commanding under the best possible organization. Subjects recognized the Q-items as of consistent descriptive relevance to a commander's performance, and it was demonstrated that, in spite of administrative difficulties, utilization of a Q-sort under field conditions is possible.

JOBTRAIN—Division No. 1 (System Operations) Sub-Unit

Development of a Method for Building Training Programs for Signal Corps Electronics Repairmen

The Development of Training Programs for First Enlistment Personnel in Electronics Maintenance MOS's: II. How to Analyze Performance Objectives to Determine Training Content, **Research Memorandum by Arthur J. Hoehn, January 1960.** AD-623 944 II

This is the second of a series of guidance documents concerning the design and development of integrated school and on-the-job training programs for first-enlistment personnel in electronics maintenance MOSs. The purpose of the series is to assist instructors in (a) reducing the time required for formal school training, and/or improving the initial job capabilities of electronics repairmen, and (b) improving individual technical training provided at the unit level for electronics repairmen in units with a full-time training mission. This report is concerned with how to analyze performance requirements in order to define training content. Divided into two parts, it consists of a statement of assumptions, concepts, and principles relating to the analysis of performance requirements, and describes procedures for applying the concepts.

The Development of Training Programs for First Enlistment Personnel in Electronics Maintenance MOS's: III. How to Design the Handbook Materials, **Research Memorandum by Arthur J. Hoehn, February 1960.** AD-631 069 II

This is the third of a series of guidance documents concerning the design and development of integrated school and on-the-job training programs for first-enlistment personnel in electronics maintenance MOSs. This report consists of concepts and principles relating to handbook design and describes procedures for applying the principles.

The Development of Training Programs for First Enlistment Personnel in Electronics Maintenance MOS's: IV. How to Design Training Methods and Materials, **Research Memorandum by Arthur J. Hoehn, February 1960.** AD-628 168 II

This is the fourth of a series of guidance documents concerning the design and development of integrated school and on-the-job training programs for first-enlistment personnel in electronics maintenance MOSs. This report states concepts and principles relevant to the design of training methods and materials, and includes a brief outline of the procedure for applying these concepts and principles.

The Development of Training Programs for First Enlistment Repairmen: I. How to Define Training Objectives, **Research Memorandum by Arthur J. Hoehn and Andrew H. McClure, July 1960.** AD-632 490 I

This is the first of a series of guidance documents concerning the design and development of integrated school and on-the-job training programs for first-enlistment personnel in electronics maintenance MOSs. The purpose of these documents is to assist training officers in (a) reducing the time required for formal school training, and/or improving the initial job capabilities of electronics repairmen, and (b) improving individual technical training provided at the unit level for electronics repairmen in units with a full-time training mission. This first document focuses primarily on the design of formal school programs by defining training objectives.

"The Technician as a Data Processing System Within the Electronics Maintenance Complex," by R. Gebhard, paper read at meeting of APA, 1963.

Two among the many parameters which determine the maintainability of military electronic systems are of special interest to behavioral technicians because they contribute so greatly to efficiency in terms of training time, repair time, and equipment downtime. These parameters are, respectively, the data processing function,

JOBTRAIN (Cont.)

which provides decisions about possible malfunctioning piece parts, and the information matrix, which provides test data and programs the data processing system. An experimental comparison is reported evaluating a method for structuring the information matrix so as to capitalize on superior capabilities, from among Gagné's hierarchy of human functioning, which are easily programed.

Research By-Products resulting from this research effort are listed in Part III.

JUMPBOOT—Motivation, Morale, and Leadership Division

An Investigation Into Causes and Methods of Overcoming Attrition in the Army Airborne Training Program

"Self-Ratings of Fear as a Research Instrument in Fear-Invoking Situations," by Richard D. Walk, paper read at meeting of EPA, 1954.

"Susceptibility to Stress on a Simple Psychomotor Task," by Richard D. Walk, paper read at meeting of EPA, 1956.

KAZPO—Psychological Warfare Division

Sub-Unit

A Study of the Vulnerabilities of the Kazakh Population

The Kazakhs: A Background Study for Psychological Warfare, **Technical Report 23, by Lawrence Krader and Ivor Wayne, November 1955 (Subcontractor: Bureau of Social Science Research, American University).** AD-83 258

> This study was made (a) to identify the source of conflicts between the Kazakhs' way of life and the policies imposed on them by the Communist regime and (b) to describe communication patterns and facilities relevant to possible psychological warfare needs. The study indicated that the Kazakhs' conflicts are related to loyalties to nationality and culture, strong ties to their kinsmen, and persistence of folk religion. The Kazakhs appear to be opposed to many aspects of Sovietization, but their resistance is largely passive.

KNOWHOLD—Division No. 1 (System Operations)

The Assessment of Military Knowledge at Different Stages of the Career Cycle

"Factors Affecting the Level of Basic Military Knowledge of Active Army Enlisted Personnel at Various Points During Army Service," by Albert I. Prince, Jr., William E. Montague, Ivan H. Scheier, and George J. Wischner, paper read at meeting of APA, 1955. I

"A Pilot Study of the Retention of Basic Military Subject Matter After Separation From the Service," by Harry W. Braun, paper read at meeting of APA, 1955 (Subcontractor: University of Pittsburgh). II

Basic Military Knowledge in the Army Reserve, **Staff Memorandum by William E. Montague (a condensation based on Subcontractor's report by Harry W. Braun), December 1956 (Subcontractor: University of Pittsburgh).** AD-480 323 II

Basic Military Knowledge in the Active Duty Army, **Staff Memorandum by Ivan H. Scheier, William E. Montague, Albert I. Prince, and George J. Wischner, June 1957.** AD-488 400L I

LEAD–Division No. 4 (Infantry) (Ongoing) Sub-Unit

Development of Training for Improving the Combat Skills of Leaders in Small Infantry Units

"An Evaluation of the Effect of Programmed Instruction Response Origin and Form on Acquisition and Retention Scores," by T.J. McCrystal and T.O. Jacobs, paper for American Psychological Association, Philadelphia, September 1963. II

One hundred and twenty infantry lieutenants studied fundamentals of defensive tactics by programed booklet instruction, using four different response conditions. Constructed-overt, constructed-covert, prompted-overt, and prompted-covert response conditions were compared. No significant differences in criterion scores were observed between the response conditions as measured by immediate and delayed retention tests. There was no significant difference in test scores between the programed methods and the standard lecture method, although the latter method required twice the training time of the fastest programed method. Observations were made concerning attitude change toward programed instruction after eight weeks.

"Fundamentals of Tracking," by LTC Frank L. Brown (USA, Ret.), *Infantry*, vol. 56, no. 4, July-August 1966. I

"Pass on that Combat Lore," by LTC Frank L. Brown (USA, Ret.), *Army*, vol. 16, no. 9, September 1966. I

***The Effect of Programed Instruction Response Conditions on Acquisition and Retention*, Technical Report 66-20, by Thomas J. McCrystal and T.O. Jacobs, December 1966.** II

AD-646 347

The objective was to evaluate the effect on criterion scores of programed instruction requiring subjects either to write or not to write their responses, under either constructed or prompted conditions, with military tactics as the content. One hundred and twenty Infantry lieutenants in groups of 30 used the programed booklet instruction with the four response conditions: constructed-overt, constructed-covert, prompted-overt, and prompted-covert. Two control groups were also tested. Although test scores from conventional lecture and programed instruction methods did not differ significantly, the lecture method required twice the average training time of the fastest programed method. The similarity in effectiveness resulting from the disparate response conditions suggests that, for content of this nature and length, constructed responses (either overt or covert) may be dispensed with in favor of prompted-covert responses, which require less learning time without compromising the training effectiveness of programed instruction.

"Combat Patrols," by LTC F.L. Brown (USA, Ret.), *Infantry*, vol. 58, no. 1, January-February 1968.

Research By-Products resulting from this research effort are listed in Part III.

LIFT–Division No. 6 (Aviation)[1]
Army Aviation Helicopter Pilot Training[2]

Sub-Unit

§ *Survey of the Army Cargo Helicopter Pilot Course*, **Staff Memorandum by Albert I. Prince and Hobart G. Osburn, 51 pp., June 1957.** I

AD-480 458

This report describes research conducted to (a) develop a simple "patter-type" instructional booklet for helicopter training, (b) identify the instructional and training problems in the Basic Cargo Helicopter Pilot Course to provide a basis for subsequent research, and (c) collect maneuver difficulty information.

"The Effects on Flight Proficiency Measurement Reliability of Differences in Check Pilot Standards," by George D. Greer, Jr., paper for American Psychological Association convention, Cincinnati, Ohio, September 1959. II

★ The problem of low or variable flight proficiency measurement reliability, whether the measure is subjective or relatively objective, is attributed to marked, identifiable differences in the standards applied by different check pilots. A technique is described for selecting pairs of check pilots whose standards are sufficiently uniform so that the ride-ride reliability of the flight proficiency evaluation system can go from less than .20 up to .65 or higher.

"Let's Take a Look at Quality Control in Helicopter Training," by LTC Arne H. Eliasson, ***Army Aviation*****, vol. 10, no. 7, July 1961.**[3]

Survey of Operational Flying Activities of Rotary Wing Aviators, **Technical Report 75, by Norman W. Heimstra, Nicholas B. Louis, and MAJ Arnold R. Young, 73 pp., April 1962.** III

AD-274 980

As part of a world-wide survey of Army aviators, 743 rotary wing aviators completed a 166-item questionnaire, giving detailed information on their operational activities and evaluating their school and unit training. Data are presented on such topics as frequency of types of missions and of various operations or maneuvers, the flying techniques used in these operations, and type and amount of unit training received. In addition, interviews were conducted with 90 unit commanders, instructor pilots, and operations officers to obtain their evaluations of the proficiency of aviators received from the Aviation School and of the unit training given rotary wing aviators.

Survey of Operational Flying Activities of Fixed Wing Aviators, **Technical Report 76, by Norman W. Heimstra, Nicholas B. Louis, and MAJ Arnold R. Young, 63 pp., April 1962.** III

AD-274 929

As part of a world-wide survey of Army aviators, 578 fixed wing aviators completed a 121-item questionnaire, giving detailed information on their operational activities and evaluating their school and unit training. Data are presented on such topics as frequency of types of missions and of various operations or maneuvers, the flying techniques used in these operations, and type and amount of unit training received. In addition, interviews were conducted with 90 unit commanders, instructor pilots, and operations officers to obtain their evaluations of the proficiency of aviators received from the Aviation School and of the unit training given fixed wing aviators.

---

[1] This Work Unit was initiated at Division No. 1 (System Operations). The symbol § indicates an item prepared at Division No. 1.

[2] Presence of a star to the left of the abstract indicates that the item is one of the LIFT papers or presentations included in *Collected Papers Prepared Under Work Unit LIFT: Army Aviation Helicopter Pilot Training*, Professional Paper 18-68, June 1968.

[3] Colonel Eliasson was the Unit Chief of the U.S. Army Aviation Human Research Unit.

Improving Flight Proficiency Evaluation in Army Helicopter Pilot Training, **Technical Report 77, by George D. Greer, Jr., Wayne D. Smith, and CPT Jimmy L. Hatfield, 48 pp., May 1962.** II
AD-276 115

A method was devised for evaluating helicopter pilots' end-of-phase performance in primary helicopter training on the basis of a standard check ride evaluated with more objective measures. The measures—termed the Intermediate PPDR (Pilot Performance Description Record) and the Advanced PPDR—consist of scales for the critical maneuvers given in primary helicopter training, on which the check pilot can record his observations of each component of performance during the actual flight. The PPDR system of evaluation was found to be more reliable and diagnostic than the method used in the past. In addition to the PPDR booklet, the new system includes a training program for check pilots in the use of the PPDR and classroom practice in scoring the PPDRs for the correction of atypical standards of evaluation.

"Briefing on Task LIFT," by John O. Duffy and Oran B. Jolley, paper for 15th Annual International Air Safety Seminar, in cooperation with U.S. Naval Aviation Safety Center and U.S. Army Transportation Research Command, Williamsburg, Va., December 1962.

★ The development of the Pilot Performance Description Record (PPDR), a means of standardizing the evaluation of student helicopter pilot proficiency, is described in this paper. The detailed scoring device also serves as a standardizing instrument for check pilots, a diagnostic method of detecting weaknesses in instructor pilots, and a quality control program of benefit to a training system.

A System of Flight Training Quality Control and Its Application to Helicopter Training, **Consulting Report by John O. Duffy and Carroll M. Colgan, 40 pp., June 1963.** IV
AD-419 081

This report describes the manner in which the concepts and principles of quality control were applied to the flight training course at the U.S. Army Primary Helicopter School. The quality control system described is characterized by: (a) comprehensive and consistent testing of students' flight proficiency; (b) accurate and equitable evaluation of the efficiency of training personnel; (c) a high degree of uniformity of flight-check procedures and scoring practices; and (d) objective and detailed school standards by which individual students or classes may be evaluated.

"A Quality Control Program Applied to Helicopter Training," by John O. Duffy, paper for American Psychological Association convention, Philadelphia, September 1963. IV

★ A quality control system to develop and standardize means of evaluating the performance of student helicopter pilots is described. Means of controlling the training given by instructor and check pilots are also discussed.

PPDR Handbook: Use of Pilot Performance Description Record in Flight Training Quality Control, **Research By-Product by George D. Greer, Jr., Wayne D. Smith, Jimmy L. Hatfield, Carroll M. Colgan, and John O. Duffy, 58 pp., December 1963.**

This handbook provides a description of the Pilot Performance Description Record (PPDR), its characteristics, and general instructions for its use. It also offers a description of the check-pilot training program. An appendix contains a description of the Primary and Basic PPDR performance scales as used in helicopter flight evaluation.

"Flight Training Quality Control," by John O. Duffy and Edgar N. Anderson, paper for 10th Annual Army Human Factors Research and Development Conference, Fort Rucker, Ala., October 1964. IV

★ A quality control program implemented at the U.S. Army Primary Helicopter School consists of systematic evaluation of checkrides given to students at two levels of proficiency during training. Data are used to evaluate student performance; compute a class error score per maneuver and a school standard of errors per maneuver; determine sources of class deviation from the average; evaluate instructor pilot performance; regulate check pilot performance and standardizations; and indicate changes in school standards.

Collected Papers Prepared Under Work Unit LIFT: Army Aviation Helicopter Pilot Training, **Professional Paper 18-68, 25 pp., June 1968.** AD-673 936

(LIFT items included in this Professional Paper are indicated with a star in the left margin of the abstract.)

Results of studies to develop more efficient and more effective methods for Army helicopter pilot training are discussed. Topics covered include a technique of pairing check pilots with uniform standards to improve reliability of flight proficiency measurement; a description of the Pilot Performance Description Record (PPDR); a description of a quality control system for helicopter training; and a program to systematically evaluate student proficiency from checkrides.

Research By-Products and other related research materials are listed in Part III under LIFT, and also under INTACT.

LIMIT—Division No. 1 (System Operations) Sub-Unit

Adapting Service School Courses for Enlisted Men With Minimal Qualifications

The Effectiveness of Different Training Methods in School Situations, **Staff Memorandum by Robert S. Beecroft, September 1955.** **AD-480 457** I

"Verbal Learning and Retention as a Function of the Number of Competing Associations," by Robert S. Beecroft, *J. Exp. Psychol.*, vol. 51, no. 3, March 1956. I

Previous studies of verbal learning have indicated that interference in learning increases with the number of competing associations. Four paired adjective lists, varying in the number of competing associations per pair were learned by the anticipation method and recalled 24 hours after learning. The results agree with previous findings that competing associations handicap performance early in learning and that intralist similarity does not affect recall.

Effectiveness of Increased Repetition in Classroom Learning, **Staff Memorandum by Robert S. Beecroft and Robert Anneser, July 1957; paper for annual meeting of Midwestern Psychological Association, Spring 1957.** **AD-655 281** I

An experiment evaluating the effectiveness of increased repetition of major points in classroom instruction found student achievement increased by this technique.

Special Lesson Plans: Gasoline Engine Fuel System, **Staff Memorandum by Robert Anneser and Robert S. Beecroft, February 1958.** **AD-488 590** I

This memorandum contains a series of special lesson plans providing integrated nomenclature and operation instruction on the gasoline engine fuel system. These plans are intended for use by persons who are concerned with gasoline engine maintenance training and may be used in providing such instruction or as a model in developing lessons for similar subject areas. Included are five lesson plans on nomenclature and operation of the fuel system, a plan which condenses three of these hours, and one lesson plan on troubleshooting and maintenance. Furnished as a guide for testing student achievement are three objective paper-and-pencil tests: a Fuel System Nomenclature and Operation Test, a Fuel System Trouble Shooting and Maintenance Test, and a Carburetor and Operation Test.

Basic Electronics for Minimally Qualified Men: An Experimental Evaluation of a Method of Presentation, **Technical Report 61, by S. James Goffard, Norman W. Heimstra, Robert S. Beecroft, and Joseph W. Openshaw, February 1960.** **PB-149460 AD-233 596** I

This study is the last of a series dealing with methods of training designed to improve the achievement in technical courses of men with minimal qualifications for technical training. In this study, the three-week Basic Electronics section of the Field Radio Repair course (MOS 296.1) was reorganized according to the principle of "functional context." No item of information or training was presented until it could be fitted into a context of material already learned; training was in whole-to-part rather than in the conventional part-to-whole order. One group of standard input classes (a total of 184 men) was trained by the functional context method and another group (a total of 202 men) was trained by the conventional method. A battery of 10 tests on basic electronics was administered after the three weeks of training. The functional context training proved to be superior, particularly for men at the lower levels of aptitude for electronics training.

Research By-Products resulting from this research effort are listed in Part III.

LOCK-ON—Division No. 1 (System Operations) Sub-Unit
Training of Guided Missiles Operator Personnel

USARADCOM Integrated Fire Control Training Guide, Research By-Product, July 1957.
AD-158 584

See Technical Report 64.

"The Development and Evaluation of On-Site Training for Nike Integrated Fire Control Operators," by Myron Woolman, paper for American Psychological Association convention, September 1958. I

A method of training inexperienced Nike integrated fire control (IFC) operators on-site was developed and experimentally tested. The experiment involved 24 Nike batteries, six in each of four training methods (N=424 operators). The four experimental methods were: The Experimental Program, Periodic Evaluation, Experimental Program plus Periodic Evaluation, and Controls (conventional training). Periodic Evaluation consisted of frequent evaluations of operator performance. Operators given the Experimental Program were significantly superior to Controls in both performance (split-half reliability .91) and written test results (split-half reliability .95). Periodic Evaluation offered no significant training benefits.

***On-Site Training of Guided Missile Operators*, Technical Report 64, by Myron Woolman, August 1960, with Supplement, *USARADCOM Integrated Fire Control Training Guide (Illustrative Selections)*.** I
PB 152580 AD-244 250

The study was concerned with developing and testing a method of training Nike IFC operators on site. In a five-month field test, three experimental methods were compared with conventional training. The principal experimental method—Operational Context Training—was incorporated in a *Training Guide* that included (a) a step-by-step breakdown of all operator procedures, (b) specific instructional techniques for use by battery personnel without experience as instructors, and (c) a systematic method of evaluating trainees. Operators trained by the various methods were compared by means of job-sample and written criterion tests, and by other measures. Operators trained by the OCT method were more proficient than those trained by the other methods in the study; OCT-trained operators were as proficient as school-trained personnel with greater on-site experience.

"Dependency on Supervisors, Proficiency and Morale in Guided Missile Batteries," by Myron Woolman, paper for American Psychological Association convention, September 1960. I

A study was undertaken to obtain estimates of the effects of morale and supervisory dependency measures on battery operator proficiency. The subjects used were operators in 24 Nike batteries in the United States. Twelve batteries received "military inspections" and twelve did not. Six measures were available: Four evaluations of operator proficiency, one supervisory dependency measure, and one morale measure. Cross correlations of mean battery scores were made for (a) total batteries, (b) inspected, and (c) non-inspected batteries. Proficiency was not related to morale but was negatively correlated with supervisory dependency for the total sample; in the sub-groups the relationships between variables differed markedly.

***On-Site Training of Guided Missile Operators: Evaluation Materials*, Research Memorandum by Myron Woolman, October 1960.** I
AD-489 291

This supplement to Technical Report 64 presents the evaluation materials used to develop and test a training program suitable for use in an operational missile battery setting. Materials include a personnel information form, training proficiency checks, a procedures written test, and an attitude scale.

Research By-Products resulting from this research effort are listed in Part III.

LOWENTRY—Division No. 6 (Aviation)

Sub-Unit

Methods for Improving Navigation Training for Low-Level Flight

"Let's Take a Look at New Project: Task LOWENTRY," by LTC Arne H. Eliasson, *Army Aviation*, vol. 10, no. 8, August 1961.[1]

***Pictorial Navigation Displays and Low-Altitude Navigation*, Consulting Report by Robert H. Wright and Thomas G. Waller, April 1964.** AD-601 711

This report seeks to describe what a pictorial navigation display system for use in Army aviation should do, how it should look, and what tactical and training implications such a device might have. Several devices commercially available are examined. While none of the three displays discussed will meet all of the major requirements, all three systems appear to be steps in the right direction.

"The Effect of Training on Accuracy of Angle Estimation," by T. Gary Waller and Robert H. Wright, paper for annual meeting of Southeastern Psychological Association, Spring 1964.

"Army Low Altitude Navigation: System Considerations and Procedural Solutions," by Robert H. Wright and T. Harrison Gray, paper for 10th Annual Army Human Factors Research and Development Conference, Fort Rucker, Ala., October 1964.

***The Effect of Training on Accuracy of Angle Estimation*, Technical Report 65-8, by T. Gary Waller and Robert H. Wright, August 1965.** AD-619 958 I

This study examined the feasibility of using direct perceptual estimation on maps to determine angles of drift, and the effect of training on this ability. Subjects were divided into a control group and two training groups, one of which was trained using angles drawn on plain white cards, and the other using angles drawn on both cards and tactical maps. Both training groups initially estimated the size of angles, ranging from 1° to 18°, with a mean absolute error of 2.57° and a mean algebraic error of −0.20°. After training, absolute error was 1.34° and algebraic error was +0.43°. A job aid consisting of reference angles of 5°, 10°, and 15° did not significantly affect performance on map items, although on card items, performance of the training groups shifted from underestimation to slight overestimation of angle size.

***The Effects of Map Scale on Position Location*, Technical Report 65-9, by Ed Moon Edmonds and Robert H. Wright, September 1965.** AD-623 396 I

This study was conducted to determine the relationship between field position location and map scale. Two map scales were used—1:25,000 and 1:250,000. Twelve subjects were required to mark their position on a map at each of 12 terrain positions. The task was then repeated, utilizing the other scale map. The error in position location was approximately 10 times greater with the 1:250,000 scale map than with the 1:25,000 scale map. However, a significant scale-by-position interaction was found. It was concluded that maps of 1:100,000 or 1:125,000 scale would best meet the tactical target area requirements of Army aviators, and that the 1:250,000 scale map, with certain format changes, would provide the information necessary for en route tactical navigation over moderate or long distances.

***Speed and Accuracy of Addition in Normal Time and Decimal Time Systems*, Technical Report 66-17, by T. Harrison Gray, T. Gary Waller, and Robert H. Wright, October 1966.** AD-642 697 II

The study compared the efficiency of decimal and sexagesimal, or normal, time systems in the solution of addition problems, using the time required to reach a solution and the number of errors as dependent variables. Twelve subjects solved sets of addition problems composed of 8, 16, or 24 digits, using the decimal and sexagesimal time systems. When the conversion process required by the sexagesimal system was included in the analysis, the results clearly showed that addition using the sexagesimal system required significantly more time (1½ to 2½ times as much) and produced significantly more errors (1½ to 3 times as many). When the conversion process required by the sexagesimal system was excluded from the analysis, there was no significant difference between the two time systems on either dependent variable.

---

[1] Colonel Eliasson was the Unit Chief of the U.S. Army Aviation Human Research Unit.

"Some Comments on the Display of Cartographic Information for Very Low Level Flight," by Robert H. Wright, paper for Symposium on Aeronautical Charts and Map Displays, Office of Naval Research, Department of the Navy, Washington, November 1966; issued as Professional Paper 13-67, March 1967. AD-650 445

Geographic orientation information available to the pilot flying at very low levels, and cartographic displays that can help him use this information more effectively, are discussed. Attention is given to characteristics of a cartographic presentation emphasizing perception of feature detail, relief, and vegetation. Considerations involved in developing such a presentation are discussed.

***Techniques for Low Altitude Navigation: Direction Estimation From Tactical Maps,* Technical Report 67-4, by T. Harrison Gray, T. Gary Waller, and Robert H. Wright, April 1967.** AD-651 627 II

The objective was to study the effects of map scale, map reference point variables, and training on the ability of pilots to estimate direction using Army tactical maps for low-level navigation. Twenty-four experienced officer and warrant officer pilot personnel working with various map reference point conditions made direction estimates using 48 maps with a scale of 1:100,000 and 48 maps with a scale of 1:250,000. The effect of training was studied by using a test-train-retest-delay-retest procedure. Performance was measured in terms of absolute error, in degrees, between the estimated direction and the correct direction. Analyses showed that average error in direction estimation using tactical maps was reduced significantly by training, dropping from a mean of 6.1° before training to 4.8° after training. There were also significant differences in accuracy of direction estimates as a function of map scale, distance between reference points, and compass octant in which the reference points were located.

MAINTRAIN—Division No. 5 (Air Defense) Sub-Unit

Maintenance Proficiency and Its Relation to Training Procedures for Guided Missile Personnel

***Maintenance Personnel and Training Research: A Bibliography*, Staff Memorandum by Helen J. Stiles and Robert G. Demaree, March 1958.** AD-640 426

References in this 368-item bibliography are divided into the following sections and listed alphabetically by senior author: Maintenance research programs and their management; design of equipment and work situations for maintainability; job description and forecasting; selection; training; training equipment; proficiency measurement and criteria of job performance; job aids and handbooks; collected works; and bibliographies and indexes.

***Some Problems in the Analysis of Trouble Shooting Behavior*, Research Report 2, by Paul G. Whitmore, October 1959.** PB-144234 AD-228 316 II

Data from three previous HumRRO studies (RADAR IV, RADAR VI, and ACHILLES) were pooled and analyzed to identify problems of maintenance and maintenance training. The data consisted of (a) observations of maintenance activities made during the administration of job-sample proficiency tests to M33 and Nike-Ajax fire control system maintenance technicians, and (b) responses to multiple-choice items on a written test given to Nike-Ajax fire control system maintenance technicians. The set of coded categories used in recording activities did not meet the requirements for describing the technician's troubleshooting procedures; consequently, the technician's knowledges and skills could not be clearly inferred. It was not possible to isolate "knowledge" classes for the written test items related to overall proficiency. The generalization of modifications introduced into the M33 FCS experimental training programs to Nike-Ajax IFC training was supported at a very gross level of analysis.

***Experimental Comparison of Two Basic Electronics Courses for Fire Control Technicians*, Technical Report 60, by Lloyd Hitchcock, Jr., February 1960.** PB-149459 AD-233 597 I

The present study provides further data on the effectiveness of an experimental subcourse in basic electronics developed in earlier research as part of a training program for air defense electronics technicians. One class of trainees was given the standard 12-week subcourse in basic electronics and another received the shorter experimental course; both groups completed the standard program of instruction for maintenance of M33 equipment. Results of performance and written tests revealed no significant differences in proficiency between graduates of the two courses. The shorter basic electronics subcourse is recommended for adoption as standard preliminary instruction in electronic fire control maintenance courses and for possible application to maintenance training programs for other electronic equipment.

"Research on Missile Maintenance Technicians," by P.G. Whitmore and J.P. Rogers, paper for symposium at annual meeting of Southwestern Psychological Association, Spring 1960.

***Current Practices in Electronics Training in Industry*, Research Memorandum by Robert F. Mager, May 1960.** AD-480 549 IV

***A Survey of Organizational Maintenance of the Nike Ajax Missile*, Research Memorandum by Robert A. Goldbeck, Emanuel Kay, W.L. Williams, Jr., and James P. Rogers, July 1960 (Subcontractor: American Institute for Research).[1]** AD-488 616L III

"Electronics Maintenance Research," by J.P. Rogers, paper for symposium at annual meeting of Rocky Mountain Psychological Association, Spring 1961.

---

[1] **Dr. Goldbeck and Dr. Kay were employees of the subcontractor; Dr. Williams and Dr. Rogers were on the staff of Division No. 5 (Air Defense).**

MAINTRAIN (Cont.)

Sub-Unit

"The Improvement of Trouble Shooting Proficiency Through Improved Maintenance Manuals," by James P. Rogers, paper for American Psychological Association convention, New York, September 1961. **V**

See Technical Report 65-1.

An Annotated Bibliography on the Troubleshooting of Electronic Equipment, **Research Memorandum by Clinton S. Trafton, March 1962.** **AD-464 065** **V**

Preparation of MAINTRAIN Troubleshooting Manuals, Working Paper, **by James P. Rogers and Julia S. Harris, October 1964.** **AD 640 425** **V**

The Development and Evaluation of an Improved Electronics Troubleshooting Manual, **Technical Report 65-1, by James P. Rogers and H. Walter Thorne, March 1965.** **AD-614 606** **V**

To develop a maintenance manual that would permit a trained technician to troubleshoot electronic equipment faster and more accurately, hypotheses were developed about what information should be presented. An experimental manual was prepared for troubleshooting the Nike Ajax and its test equipment; it contained some information not found in conventional manuals and was organized according to when and how information is to be used. An experimental group using the experimental manual was able to troubleshoot faster and more effectively than a control group using standard schematic and functional diagrams and personal notes. A list of desirable contents for troubleshooting manuals was drawn up, and procedures for preparing troubleshooting manuals were written.

Research By-Products resulting from this research effort are listed in Part III.

MALT–Division No. 7 (Language and Area Training) Sub-Unit

Construction and Evaluation of a Short, Automated Vietnamese Language Course

"Design of a Short, Automated Course in Vietnamese: An Interim Report," by Alfred Fiks, paper for Inter-Agency Language Roundtable, Syracuse University, November 1963.

***Some Language Aspects of the U.S. Advisory Role in South Vietnam*, Research Memorandum by Alfred I. Fiks and John W. McCrary, 29 pp., November 1963.** AD-434 056 I

"A Psychological Approach to the Design of a Short, Self-Instructional, Functional Course in a Foreign Language," by Alfred I. Fiks, paper for International Congress of Applied Psychology, Ljubljana, Yugoslavia, August 1964.

The paper describes the methodology used to construct a course that would enable a student to achieve some predetermined skill levels in understanding and speaking a tonal language like Vietnamese using only programed, audio-lingual material. The psychological and linguistic rationale for the techniques used is discussed. Problems in shaping foreign language comprehension and verbal production skills are explored. Empirical evaluation of the course, to determine how much of the foreign language phonology, syntax, and vocabulary is learned by actual students, is described.

"Some Psychological Aspects in Foreign Language Training," by Alfred I. Fiks, paper for American Psychological Association convention, Chicago, September 1965.

While constructing a programed Vietnamese course, these research issues were investigated: Does prior listening exposure to phonology of a foreign language (FL) facilitate learning to speak the FL? How much variability in FL speaking test scores is attributable to heterogeneity of native listeners and to sequence effects? What factors attenuate the correlation between FL aptitude and achievement measures? Regarding the first question, no facilitation was demonstrated. To the second, listeners differed by as much as 25% from each other; test scoring sequence accounted for a 13% difference. Thirdly, r attenuation from +.79 to –.24 is attributed to differential aptitude ranges.

"Development of a Short, Practical, Programed Vietnamese Course," by Alfred I. Fiks, paper for 11th Annual Army Human Factors Research and Development Conference, Fort Bragg, N.C., October 1965; issued as Professional Paper 41-67, 9 pp., September 1967. AD-660 740

This presentation reports the goals, approach, and results of developing a Vietnamese language course that could be taught without the presence of an instructor. The 50-lesson course that was developed was given to 19 Military Assistance Training Advisor students, all officers at the Special Warfare Center. These students did as well as or better than a traditionally trained group when both were tested on the Army Language Proficiency Test.

"A Short Vietnamese Language Program: Training Course and Research Vehicle," by Alfred I. Fiks, *International Review of Applied Linguistics*, vol. IV, no. 4, December 1966; issued as Professional Paper 4-68, 23 pp., February 1968. AD-665 217

The project reported in this paper demonstrates the feasibility of teaching elementary Vietnamese language skills with a short, self-instructional, automated program. The course was tailored for military advisors. Nineteen subjects were used in the course evaluation. The performance of the 16 subjects who completed the 50-lesson taped course, in auditory comprehension and oral-production tests, was considered satisfactory (90 and 73%, respectively) and their attitude toward the course was generally favorable.

***Programed Learning in Vietnamese: Construction and Evaluation of a Short Practical Language Course*, Technical Report 67-1, by Alfred I. Fiks and Dinh Van Ban, 57 pp., January 1967.** AD-647 460

Language skill is an especially important element in the performance of overseas military operations that are primarily advisory in nature. This research project sought to develop and assess the value of a short, self-instructional, job-oriented Vietnamese language program. A fifty-lesson taped course was constructed. The program was evaluated on Military Assistance Training Advisor students. Learning achievement was satisfactory, and trainees in general reported liking the course. Language aptitude was related to performance in the course, which was in turn related to performance in subsequent more advanced language training.

Research By-Products resulting from this research effort are listed in Part III.

MANICON—Division No. 5 (Air Defense) (Ongoing)

Determination of Performance Capabilities and Training Requirements for Manual Command and Control Functions of the NIKE-X Weapon System

"A Concept of the Role of Man in Automated Systems," by William H. Melching, paper for annual meeting of Southwestern Psychological Association, New Orleans, La., April 1968; issued as Professional Paper 14-68, 8 pp., May 1968. AD-671 128

A problem that has long plagued system designers and human factors engineers is that of allocation of functions between man and machine. This paper reports an attempt to isolate and identify factors pertinent to making allocation decisions. From an analysis of the functions and missions of several automated systems, six factors were shown to be highly relevant to allocation decisions. One factor, man's role in automated systems, emerged as a variable of particular interest. In addition, four classes of manual functions common to all automated systems were identified. It was determined that these classes, in turn, constituted a meaningful description of the role of man in today's automated systems.

MAP—Division No. 7 (Language and Area Training)[1] (Ongoing) Sub-Unit

Development of Guidelines for Training Personnel for Military Assistance Advisory Duties

"The Design of Cross-Cultural Training for Military Advisors," by Arthur J. Hoehn, paper for American Psychological Association convention, New York, September 1966; issued as Professional Paper 12-66, December 1966. **AD-646 977**

This paper deals with the design of training for military advisors, with particular attention to the objectives toward which the training should be directed and the kinds of content coverage needed. Factors that make the advisor's assignment quite different from typical military assignments include the unusual physical and cultural setting, the unfamiliar functions to be performed, and the complex intercultural, international, and interpersonal aspects of the job. Adequate preparation requires high-order knowledges and skills that can be developed only by adoption of new perspectives for area training. These new perspectives relate not only to objectives and content but also to the overall plan for programing area training into the larger pattern of education and training spanning the military officer's career.

MAPREADING—Division No. 2 (Armor)

Assessment of Effectiveness of Basic Map-Reading Training

***The Map-Using Proficiency of Basic Trainees*, Technical Report 11, by Robert B. Tallarico, William E. Montague, and Victor H. Denenberg, September 1954** **PB-115478 AD-63 878**

Objectives of this study were to (1) determine how well basic trainees learn from the standard ATP course (a) to *read* maps fully and accurately and (b) to *utilize* a contour map and lensatic compass successfully in the field, and (2) develop a training method which would increase trainee map and compass proficiency. Proficiency was tested by means of written and performance tests. It was found that low-aptitude trainees did not learn satisfactorily in the standard ATP course; men of high aptitude did. A lesson plan employing five "critical skills" was developed but its importance was not adequately tested.

"The Problem of Simple Combination Scores in Measurement," by Eugene A. Cogan, paper for American Psychological Association convention, September 1955.

Research By-Products resulting from this research effort are listed in Part III.

---

[1] For earlier work in this area, see Exploratory Study 2.

MAPUSING—Division No. 2 (Armor)

Sub-Unit

The Mapusing Proficiency of Army Personnel

Training Basic Combat Soldiers in the Critical Skills of Map Using, Staff Memorandum by Robert B. Tallarico and Bobby E. Palk, April 1955. I
AD-480 550

"Identification of Important Skills in Field Navigation," by Donald C. Findlay, Eugene G. Roach, and Eugene A. Cogan, paper for American Psychological Association convention, September 1956; earlier version under the title, "A Factor Analysis of Field Navigation Skills," presented at annual meeting of Midwestern Psychological Association, Spring 1956. IV

To identify important skills in field navigation, and to test validity of a short test of field navigation, 96 trainees took tests of six map-compass skills, two spatial relations tests, and a criterion test and a short test of field navigation. Subjects' scores on these tests and three classification tests were factor analyzed (centroid) and yielded five factors: Field Navigation, Verbal-Arithmetic Reasoning, Field Skills, Spatial Relations, and Compass Skills. Since criterion and short tests loaded only on Field Navigation, the short test appeared valid. Skills most closely identified with Field Navigation were direction estimation and contour visualization.

Several Methods of Teaching Contour Interpretation, Technical Report 35, by F. J. McGuigan and James W. Grubb, January 1957. V
PB-126807 AD-122 271

Three ways of representing terrain (terrain board, 3-D slides, and 2-D slides) and two ways of representing contours (standard flat relief map and three-dimensional relief map) were tested for effectiveness in teaching a map user how to visualize terrain features. The experimental training method which consistently led to the greatest proficiency combined use of 2-D slides and 3-D relief maps.

"An Investigation of Several Methods of Teaching Contour Interpretation," by F. J. McGuigan, *J. Appl. Psychol.*, vol. 41, no. 1, February 1957. V

A study was conducted to determine whether representations of terrain and the symbols associated with those representations are more effectively taught when they are concrete or abstract in nature. Results were inconclusive on the concrete-abstract methods of teaching representation of terrain, but symbols were more effectively taught when fairly concrete in nature.

Identification of the Important Skills in Daylight Land Navigation, Technical Report 40, by Donald C. Findlay, Eugene G. Roach, and Eugene A. Cogan, July 1957. IV
PB-132161 AD-137 782

Ninety-six recent graduates of basic combat training were scored on 14 tests: the Map Patrol Test (a comprehensive test against which performance on the other tests was measured), the Location Test, two compass skills tests, five location skills tests, and five standard aptitude tests. Location skills, particularly direction estimation and the ability to visualize terrain from contour lines, proved more important than compass skills. The Location Test method offers promise as a way of giving instruction and practice in location skills, and of testing ability in land navigation when longer, free-movement tests are not feasible.

A Survey of Map Skills Requirements, Technical Report 43, by Eugene A. Cogan, Norman E. Willmorth, and Donald C. Findlay, September 1957. II
PB-132004 AD-144 863

The degree to which each of 53 map skills and map skill applications is required for infantry, armor, and reconnaissance combat personnel was investigated for each of seven levels of responsibility, ranging from squad members (tank crewmen in armor and reconnaissance units) to battalion commanders. The summary derived as to the relative importance of the 53 skills may be used as a guide in developing or revising training programs pertaining to map skills, and as a means for assessing the degree to which tactical doctrine and actual map using practice correspond.

Research By-Products resulting from this research effort are listed in Part III.

MBT–Division No. 2 (Armor) (Ongoing) Sub-Unit

Training Guidelines for the US/FRG Main Battle Tank

Crew Duties and Tasks for Operation of the M551, **Research By-Product by R.E. Kraemer, 272 pp., March 1968.**

This document provides job task descriptions for crew operation of the M551 vehicle, and describes the sequence of task elements necessary in performing each task. It collates and delineates all vehicle-related tasks required in operation by the vehicle crew. The material will serve as a partial basis for research analyzing forthcoming training requirements for the Main Battle Tank (MBT-70).

Research By-Products and other related research materials are listed in Part III.

MEDICORPS–Motivation, Morale, and Leadership Division

Research on Career and Recruitment Problems of the Army: Opinion Survey of Army Medical Men

Medical Officers' Opinions on Professional and Personal Problems of Army Service, **Special Report 3, joint report of Research Division, Office of Armed Forces Information and Education, Department of Defense, and Motivation, Morale, and Leadership Division, HumRRO, July 1953.** **AD-815 641L**

At the request of the Surgeon General, an Army-wide survey was made of Medical Corps officers to ascertain: (a) their attitudes toward military service and military medicine and their suggestions for improvements; (b) the degree of interest in continuance in the Medical Corps after required service was completed; (c) how well informed and how interested they were in Medical Corps advanced training programs; (d) background information on general characteristics of Medical Corps officers. It was found that the attitudes and morale of regular Medical Corps officers differed from those of reserve officers but common areas do exist which furnish a basis for integration of the two groups.

Supplementary MEDICORPS Study Findings for Medical Officers in Various Types of Installations Within the Various Theatres, **Staff Memorandum by Don Cahalan, July 1953.**

MELITE–Psychological Warfare Division

Sub-Unit

Pilot Research on a Comparative Study of Military and Scientific Leaders in Selected Countries

Satellite Generals: Some Vulnerabilities to Psychological Warfare [U], Staff Memorandum by Pio D. Uliassi, July 1955 (CONFIDENTIAL). AD-379 521L

METHOD–Division No. 1 (System Operations)

Research for Programed Instruction in Military Training

Organizing the Presentation of Concepts in Education and Training: The Lattice Technique, Research Memorandum, November 1962. AD-[illegible]30 548 I

"Verbal Paired-Associate Learning as a Function of Grouping Similar Stimuli or Responses," by Iris C. Rotberg and Myron Woolman, *J. Exp. Psychol.*, vol. 65, no. 1, January 1963. I

Verbal paired-associate learning was measured when similar or dissimilar stimuli were grouped, and when similar or dissimilar responses were grouped. The following measures were employed: number of correct responses; type of errors made, i.e., errors indicating confusion between similar items and those indicating confusion between dissimilar items. The results indicated that learning was better when groups of stimuli were composed of similar items rather than dissimilar ones. The findings were interpreted in terms of discrimination and coding of the similar items.

"An Experimental Hypothesis of Intra-List Generalization," by Iris C. Rotberg, *Psychol. Rep.*, vol. 13, no. 2, October 1963. I

Gibson (1940) has hypothesized that stimulus generalization during discrimination learning must increase before it can decrease. This hypothesis can be either supported or rejected, depending on the procedures and measures used in testing it. This article suggests a different approach to the measurement of the trend of generalization during discrimination learning. The proposed methodology compares similar and dissimilar confusion errors on the first learning trial and the rates of decrease of the exponential functions of the two error types on subsequent trials. The implications of the methodology for transfer and predifferentiation studies are discussed.

METHOD (Cont.)

Sub-Unit

"Supplementary Report: Verbal Paired-Associate Learning as a Function of Grouping Similar Stimuli or Responses," by Iris C. Rotberg, *J. Exp. Psychol.*, vol. 67, no. 3, March 1964. I

Previous experiments, in which similar and dissimilar stimulus groupings were compared, indicated the superiority of similar stimulus grouping. In those experiments, the similarity categories were clearly isolated during learning. In the present experiment, procedures were employed that provided a less marked separation of the similarity categories. Although the results confirmed the findings of the previous experiments in certain respects, similar stimulus grouping was not superior to dissimilar grouping. It is hypothesized that the superiority of similar stimulus grouping depends on the functional isolation of similarity categories.

"Experimentation and Programming," by Iris C. Rotberg, *AV Communication Rev.*, vol. 12, no. 1, Spring 1964. I

"Effects of Verbalization and Information on Problem Solving in Programmed Learning," by Robert J. Seidel and Iris C. Rotberg, paper read at meeting of APA, 1964. II

Subjects were required in programed instruction to learn to write computer programs (CPs) without verbalization, or while additionally stating the rules they were using to write the CPs, or simply naming these rules. In addition, subjects served under a prompting or confirmation condition. Most subjects scored about 80% or better on the criterion tests. During learning, prompting was superior to confirmation, but the reverse appeared on the criterion. Subjects stating rules during training did worse on tests than subjects naming rules or subjects with neither requirement. Data are discussed in terms of dangers in generalizing from P-A or serial learning to conceptual learning.

"Effects of Written Verbalization and Timing of Information on Problem Solving in Programed Learning," by Robert J. Seidel and Iris C. Rotberg, *J. Educ. Psychol.*, vol. 57, no. 3, June 1966; issued as Professional Paper 6-66, November 1966. **AD-644 223** II

Sixty high school students were trained on computer program (CP) writing. They were run in a 3 x 2 factoral design concerned with effects of (a) writing explicitly the rules used in constructing the CPs, (b) writing the names of these rules in conjunction with writing CPs, or (c) writing only the CPs. The other factor was prompting vs. confirmation. During learning, prompting was significantly superior to confirmation, but a reverse tendency appeared in the criterion tests. Results suggest that naming the rules in addition to writing CPs during training aids later performance when writing more complex CPs on the criterion tests. Writing rules during training actually hindered subjects in writing CPs later on the criterion tests.

"Error Rate and Variety of Contexts: Important Factors in Teaching Problem Solving via Programed Instruction," by Robert J. Seidel, paper for Psychonomics Society, St. Louis, Mo., October 1966; based on paper, "A Long-Term Study on the Teaching of Problem Solving via Programed Instruction," published in *Proceedings of the XVIII International Congress of Psychology*, Moscow, Russia, August 1966.

In a 10-week, five-part course in computer programming, two factorial experimental designs were used. Design 1 compared prompting and confirmation, naming (writing names of rules used in practice problems) and no-naming in Parts 1 and 2. Design 2 was a 5x3x2 factorial of prompting, confirmation, and variety. Naming surpassed no-naming on Part 2 test. Prompting showed fewer errors than confirmation during training; the reverse occurred on both tests. Variety of practice was superior to no variety. Stimulus support (prompting and confirmation) was related negatively to student dropout and learning error but positively to error on tests.

***The Application of Theoretical Factors in Teaching Problem Solving by Programed Instruction,* Technical Report 68-4, by Robert J. Seidel and Harold G. Hunter, 68 pp., April 1968.** AD-669 281 II

In continuing research into training technology, the aim was to devise guidelines for applying programed instruction to training that involves learning principles and rules for use in problem solving. A portion of the Army's ADPS Programing Specialist Course was programed to explore factors in using automated instruction to teach computer programming. Experimental versions of the course were administered to over 900 subjects in various experimental groupings. Criterion and retention tests based on actual job problems were used to measure subjects' performance, along with in-training measures. A series of prompting/confirmation variations indicated that giving subjects extensive stimulus support during training helps motivate them and improves scores during training, but hampers them in using what they have learned. Requiring subjects to fully write out rules during training hindered them in developing problem-solving skills applying these rules; however, using mnemonics (writing only the names of the rules) during training aided subjects in retaining what they had learned, particularly for more complex material. Working with a variety of practice problems facilitated the learning of problem-solving skills.

Research By-Products resulting from this research effort are listed in Part III.

MOBILITY—Division No. 2 (Armor) Sub-Unit

Methods for Improving Vehicle Maintenance

The Effect of Fuel Conservation Training on M-48 Tank Gasoline Consumption, Staff Memorandum by Howard C. Olson and Donald J. Baerman, September 1955. AD-480 547 II

Malfunction Indicator Lists for the M48A1 Tank, Staff Memorandum by Ronald C. Kelsay, Ronald G. Shock, and Donald F. Haggard, May 1958. AD-480 551 VI

A Survey of Organizational Maintenance of the Medium Tank, Technical Report 45, by Darvin L. Winick, Carson Y. Nolan, and Benjamin B. Bernstein, May 1958. AD-202 156 III

As one step in improving the maintenance of armor equipment, a study was made of organizational maintenance, and of tank maintenance problems and training methods. The M48 tank equipment system, types of maintenance operations, and maintenance activities of organizational personnel in four tank battalions were analyzed. It was found that (a) unit maintenance records were not a satisfactory index of maintenance activity; (b) checking, inspecting, and servicing constitute the bulk of organizational maintenance; (c) the activities of turret and track vehicle mechanics overlap; (d) equipment problems were mentioned most often, and training problems least often; (e) supervised job practice was the preferred training method.

"Gasoline Economy for Armor," by Howard C. Olson, *Armor*, vol. LXVIII, no. 2, March-April 1959. II

The Development of Performance Criteria for Turret Mechanics, Research Memorandum by Jack Mumford and John P. Smith, July 1961. AD-477 647L X

The Effectiveness of Visual Demonstrations of Signs of Malfunction and Wear in Equipment, Research Memorandum (revised) by Donald F. Haggard and Ronald G. Shock, June 1962. AD-489 892L VI

The Performance of Organizational Maintenance by Track Vehicle Mechanics and Maintenance Sergeants, Technical Report 87, by John P. Smith, March 1964 (For Official Use Only). AD-478 720L IV-V

As one step in improving vehicle maintenance in armor units, an 8-hour performance test on troubleshooting, testing, adjusting, and inspecting was given to 413 track vehicle mechanics (TVMs) and 69 maintenance sergeants. Average successful test performance by the TVMs was lower than had been expected and was not significantly affected by amount of job experience. The men who had had a TVM course showed no more gain in proficiency from job experience than did those who had not had such a course. The results were confirmed by a questionnaire given to 46 Ordnance Corps civilian maintenance technicians. For diagnostic purposes, errors were analyzed by types and suggestions for improving training were derived from the test results. (U)

Research By-Products resulting from this research effort are listed in Part III.

MOONLIGHT—Division No. 4 (Infantry)

Sub-Unit

Improved Methods for Training the Soldier Under Limited Visibility Conditions

***MOONLIGHT II: Training the Infantry Soldier to Fire the M1 Rifle at Night*, Technical Report 15, by Francis E. Jones and CWO William F. Odom, December 1954.** II

PB-116573 AD-57 972

The objective of this study was to develop a realistic method for training individuals to fire effectively at night, particularly with the M1 rifle. Of five experimental methods tested, the best was based on alignment of the rifle without the use of sights. Under starless and starlight natural illumination, use of this method resulted in a 60% to 210% (depending on target type) increase in accuracy over the standard (day) method.

***MOONLIGHT IV: Training the Rifle Squad in Night Technique of Fire*, Technical Report 17, by Edgar L. Shriver, John Sivy, and Henry S. Rosenquist, May 1955.** **PB-118434 AD-72 721** IV

Methods for training rifle squads in controlled fire for offensive and defensive night operations were developed. Squads trained by the experimental methods were two to three times as effective as squads not so trained. In addition, several alternative combinations of rapid-fire weapons were compared with TOE weapons; TOE-equipped squads performed as well as, or better than, squads otherwise armed.

"Nighttime Coordination of Rifle Fire by Systematic Rules Rather Than by Control of a Leader," by Edgar L. Shriver, John Sivy, and Henry Rosenquist, paper for American Psychological Association convention, September 1955. IV

***An Investigation of Individual Night Rifle Firing Under Illumination Ranging From No Moon Through Full Moon*, Staff Memorandum by John Sivy and John E. Taylor, August 1956.** XI

AD-627 219

***Experimental Training in Night Technique of Fire and Squad Tactics*, Research Memorandum, November 1959.** **AD-627 220** XII

***Identification of Stationary Human Targets*, Research Memorandum by John E. Taylor, December 1960.** **AD-627 217** I

Research By-Products resulting from this research effort are listed in Part III.

MOSAIC—Division No. 1 (System Operations)

Studies on Organization and Operation of Electronics Maintenance Units

A Description of Work Flow in Support of a HAWK Missile System, **Research Memorandum by Edgar L. Shriver, Robert C. Trexler, Frank L. Hibbits, Robert Lodge, Peter Gillson, and Arnold Pressgrove, November 1964.** I

AD-453 923

This report describes in a block diagram format the flow of work which occurs in electronics maintenance in a Hawk missile Direct Support Unit (DSU) and Battery. The description is based on detailed observation of a single unit, confirmed by observations of other units, supported by discussion with unit personnel, literature review, and empirical simulation of the work flow process. In addition to job flow charts and diagrams for the entire system, individual job flow charts are presented for the battery mechanic, the battery supply clerk, the direct exchange clerk, the job order clerk, the ordnance repairman, and the technical supply clerk.

"Ten New Concepts for Maintaining Electronic Systems," by Edgar L. Shriver and Robert C. Trexler, paper for meeting of Army Maintainability Group, Washington, July 1965.

A Description and Analytic Discussion of Ten New Concepts for Electronics Maintenance, **Technical Report 66-23, by Edgar L. Shriver and Robert C. Trexler, December 1966.**

AD-647 229

Ten new concepts of electronics maintenance are described and analyzed in this report. These concepts differ from the conventional approach in that they advocate an equipment analysis for troubleshooting be made once by experts, then transmitted to the repairman, with appropriate supporting data, to obviate the need for repeated analyses by maintenance personnel on the job. Evidence from experimental evaluations of some of the concepts indicates the potential for marked increases in proficiency and/or decreases in training time as compared to current practice. Comparative evaluation of these concepts should consider system-wide implications rather than any single index, such as reduced training time or cost of preparation of manuals. It would appear that some maintenance situations would be best served by a combination of features from several of the new approaches; in other cases it is possible that one of the concepts is uniquely suited to the particular circuitry or equipment configuration.

NCO–Division No. 3 (Recruit Training)

Sub-Unit

Research in Support of Training of Potential Noncommissioned Officers

***Observations on a Number of Noncommissioned Officer Academies*, Staff Memorandum by Richard P. Kern, May 1958.** **AD-480 234** I

Ten Noncommissioned Officer Academies were visited; programs of instruction were reviewed; and staff members, graduates, and company commanders of graduates were interviewed. Students in any one class may reflect considerable heterogeneity as regards age, rank, length of service, basic Military Occupational Specialty, knowledge and experience in current MOS, type of leadership position held, amount of experience in leadership positions, educational background, and general and intellectual ability. The predominant emphasis in the orientation of the training programs is towards the role of the noncommissioned officer as an instructor.

***A Critical Incident Study of Infantry, Airborne, and Armored Junior Noncommissioned Officers*, Staff Memorandum by Morris Showel and Christian W. Peterson, July 1958.** **AD-480 232** I

In the development of a junior noncommissioned officer training program, approximately 1600 critical incidents were listed by interviewing 135 persons subordinate to and 135 persons superior to junior NCOs. Researchers divided the incidents into some 4000 specific behaviors which appeared to contribute to the subjects' evaluations ("good" or "bad") of the incidents. These behaviors were classified into nine general areas: planning and foresight, informal teaching and briefing, supervising and checking, correcting and rewarding or punishing, manner of dealing with subordinates, concern with welfare of men, attitude toward job, deportment, and technical job knowledge and ability.

"The Use of Follower Stooges for Field Evaluation of Leadership Ability," by Paul D. Hood, paper read at meeting of APA, 1959.

Results of this experiment indicate that economies may be introduced through the use of follower stooges who simultaneously serve as evaluators. Global evaluations of "leader potential" provided by follower stooges correlated .89 with standardized behavior checklists of leader behavior. Reliabilities of the global ratings were .9. When only global evaluation is desired and only minimal attention need be directed to highly specific behavior, it seems feasible to dispense with both the development of behavior checklists and trained observer-raters. This practice seems questionable for administrative assessment but may have utility in certain research applications.

"Interpersonal Knowledge and Rated Leader Potential," by Morris Showel, *J. Abnorm. Soc. Psychol.*, vol. 61, no. 1, July 1960.

This study investigated the relationship between the possession of interpersonal knowledge about others and the ratings received as to leader potential. Four measures of interpersonal knowledge and five measures of leader potential were secured. Subjects were two platoons of soldiers completing a six-month tour of duty in the Army. The data indicate that the more interpersonal knowledge nonleader trainees had, the higher was the leader potential ratings they received from trainee leaders and trainee nonleaders. The correlation drops when intelligence is controlled, but that between total knowledge possessed and ratings received from one group of trainee leaders, trainee sergeants and guides, still remains statistically significant. It is hypothesized that the ratings given by trainee sergeants and guides are more valid than the ratings given by the cadre, by trainee squad leaders, and by trainee nonleaders. Additional findings were that trainee squad leaders had more interpersonal knowledge and received higher leader potential ratings than trainee nonleaders. Trainee squad leaders and trainee nonleaders did not differ significantly in regard to intelligence.

Research on the Training of Noncommissioned Officers. Progress Report: NCO I, **Research Memorandum by Paul D. Hood, July 1960.** AD-486 305 I

This report covers the first year of work in research designed to improve the caliber of noncommissioned officer performance in the Army by establishing appropriate curricula and techniques for the development of NCOs as early as possible in their Army careers. The report includes an extensive examination of the Army's training system for enlisted personnel and methods of selecting and training NCOs; notes on a comprehensive literature review; formulation of a detailed job description of NCO leadership functions; and development of a textbook reference manual which evolved into USCONARC Pamphlet 350-24, *A Guide for the Infantry Squad Leader.*

"Task NCO: A Report on Some Army Research in the Leadership Training Area," by Paul D. Hood, paper read at the Leadership Conference, U.S. Air Force Academy, Colo., April 1961.

This paper presents an outline of the general mission of HumRRO Division No. 3, significant past work, research in progress at that time, problems for leadership research, and current and projected research for Work Unit NCO.

"The Design for a Parametric Study of a Leadership Training System," by Paul D. Hood, paper read at meeting of APA, 1961.

A five-year research program, now nearing completion, has undertaken a parametric investigation of factors involved in evaluating a leadership preparation system for potential Army small unit leaders. The factors under experimental control include: aptitude and interpersonal effectiveness of leader candidate input, duration of leadership preparation phase, methods of leadership training, cost of training, amount of training given OJT instructors, and differences in job requirements. The experiment involves approximately 500 trainee leaders and 5,000 followers who train together in squads and platoon units for eight weeks. The interaction of several organization levels on leadership is also under study.

Report of the Assessment Study Area of NCO II, **Research Memorandum by Paul D. Hood, February 1963.** AD-486 303 II

The problems of leadership selection, prediction, and evaluation were examined in collaboration with the Personnel Research Branch (PRB) of the Adjutant General's Office. Provisional measures of leadership potential among recruits were applied as such measures emerged from ongoing PRB research. Data were collected on 230 Reserve trainees during their BCT, AIT, and BUT cycles. Information was obtained on consistency of sociometric and superiors' ratings as measures of leader potential; nature of performance tests as indicators of military proficiency; value of written tests as selection and evaluation measures; value of the Army Classification Battery as possible selection measures; usefulness of self-evaluation measures; and problems of assessing motivation interests and attitudes relevant to NCO leader training.

Report of the Leadership Orientation and Motivation Study Area of NCO II, **Research Memorandum by Morris Showel, April 1963.** AD-480 233 II

This study considered two interrelated general problems: (a) how to impart to the inexperienced soldier in basic training a positive attitude and motivation toward leadership training; and (b) how to cope with the practical problems of motivating the Army basic trainee to enter willingly into a leader development program, train in it, and continue under his own motivation. Orientation and motivational materials were developed.

Report of the Integrated and Informal Leadership Training and the Fundamental Leadership Skills Study Areas of NCO II, **Research Memorandum by Samuel Sloan, Eddie Syx, Warren Weiss, and Paul D. Hood, May 1963.** AD-480 231 II

These studies were concerned with the means available for introducing or expanding upon opportunities for junior NCO preparation training that might be integrated with the normal training context. In addition, a set of elementary skills which all junior leaders should possess was defined, the contributions of these skills and methods of teaching them were developed, and the problems of introducing such training methods into the AIT program were examined.

Leadership Climate for Trainee Leaders: The Army AIT Platoon, **Research Memorandum by Paul D. Hood, August 1963.** AD-628 962 III

This interim report describes leadership climate measures and how they interact with other measures collected in a field experiment related to the development of a Leader Preparation Program for potential junior noncommissioned officers. The several measures of trainee leaders' and trainee followers' morale and esprit displayed among themselves and with the cadre leadership input measures an intricate and subtle pattern of relationships involving several correlations. There was no evidence of a direct relationship between platoon leadership climate and trainee performance on the AIT Graded Proficiency Test. Implications for further analyses of the field experiment data are discussed.

The Effect on Training and Evaluation of Review for Proficiency Testing, **Research Memorandum by Richard P. Kern and Paul D. Hood, August 1964.** AD-607 545 II

A pilot study was conducted to assess aspects of the end-of-cycle (Advanced Individual Training) Graded Proficiency Test of military proficiency, used to evaluate experimental training for the potential noncommissioned officer. The primary purposes of the study were (a) to assess the effects of concentrated review for the test, and (b) to estimate the effects of such review on retention and learning in Basic Unit Training. The results of the study suggest the desirability of using review techniques other than those narrowly focused on test content.

Research on the Training of Noncommissioned Officers, A Summary Report of Pilot Studies, **Technical Report 65-17, by Paul D. Hood, Richard P. Kern, and Morris Showel, December 1965.** AD-631 208 II

As part of a continuing research effort on junior NCO leadership preparation training for advanced basic trainees, exploratory studies were conducted on: (a) problems of selection and assessment of potential leaders among new recruits, (b) feasibility of course compression within the Light Weapons Infantryman MOS training to permit introduction of leadership preparation material, (c) development of an orientation program and motivational techniques for prospective leadership candidates, (d) definition of leadership skills fundamental to job performance at the junior NCO level and appropriate for training at the AIT level, and (e) exploration of methods for introducing junior NCO preparation within the Advanced Individual Training program. The studies yielded preliminary information relative to junior NCO leadership training on aptitude and sociometric ratings as promising selection factors, possible improvements in training methods, the need for development of criteria to assess technical proficiency and leadership skills, and the relation between training environment and effective leadership performance.

"The Apprentice Leader—Preparation for a Role," by Paul D. Hood, paper for symposium at American Psychological Association convention, New York, September 1966; included in ***Goal-Directed Leadership: Superordinate to Human Relations?*****, Professional Paper 11-67, March 1967.**

***Automation of a Portion of NCO Leadership Preparation Training*, Technical Report 66-21, by Morris Showel, Elaine Taylor, and Paul D. Hood, December 1966.** AD-646 771 III

A method of presenting roughly one-seventh of the Army's two-week Leader Preparation Course (LPC) through automated instruction was developed. The automated instruction method included the use of tape-recorded lectures, supported by visual aid frames, and programed workbooks. Automated presentation proved to be at least as effective as conventional instruction in imparting the leadership knowledge covered by automation. In addition, those students who learned through the automated method appeared to retain their knowledge better than the conventionally trained students. The automated method also exhibited practicality in reduction of instructor requirements, flexibility of scheduling, and consistency of level of presentation. The automated program was adopted for use at Army Training Centers presenting the LPC.

***Implementation and Utilization of the Leader Preparation Program*, Technical Report 67-2, by Paul D. Hood, March 1967.** AD-649 256 III

As a result of research and development efforts conducted under HumRRO Work Unit NCO, a Leader Preparation Program (LPP) for advanced basic Army trainees was developed and subsequently implemented by the Army to meet the needs of its partial mobilization in 1961. HumRRO's technical advisory services to the Army in implementing the LPP are described, as well as other applications of the LPP. Also included are descriptions of visual and written materials and preparatory orientation courses developed and used to aid in the implementation.

***Preliminary Assessment of Three NCO Leadership Preparation Training Systems*, Technical Report 67-8, by Paul D. Hood, Morris Showel, John E. Taylor, Edward Stewart, and Jacklyn Boyd, June 1967.** III

Three alternative leadership training systems were studied as a preliminary to formal evaluation of what might be the most feasible method of meeting Army needs for identifying and training potential junior NCOs as early as possible in their Army careers. Training objectives were defined for each system along with training materials and methods. A second, coordinated activity was directed toward developing assessment devices to support training or to evaluate training accomplished in each system. Considerable information was obtained regarding the kinds of environmental conditions which are most conducive to successful leadership training, factors which affect trainee leader morale and attitudes, acceleration or compression of some technical instruction, relation of selection variables to subsequent performance, and the relative merits of three different methods of presenting leadership training in connection with the Advanced Individual Training (AIT) program. Overall, it was determined that presentation of formal leadership training in a separate course between Basic Combat Training and AIT, followed by practical, on-the-job leadership training in the AIT cycle showed the most value and promise as a leadership training system.

"A Program for Developing Potential Noncommissioned Officers," by Morris Showel, paper for NATO Conference, London, England, August 1967; issued as Professional Paper 45-67, 13 pp., October 1967; based on a paper for Inter-University Seminar on Armed Forces and Society, University of Chicago, June 1967. AD-663 784

As a result of research and development efforts conducted under HumRRO Work Unit NCO from 1957 to 1961, a Leadership Preparation Program for advanced basic Army trainees was developed and was subsequently implemented by the U.S. Army. This paper presents background information and an overview of the research effort and describes the leader training program in relation to the Army Training Program. Utilization of the junior leader program is also discussed.

Evaluation of Three Experimental Systems for Noncommissioned Officer Training, **Technical Report 67-12, by Paul D. Hood, Morris Showel, and Edward C. Stewart, 58 pp., with Appendix Supplement, 248 pp., September 1967.** **AD-661 613** III

In research on junior NCO leadership preparation for advanced basic Army trainees, a large-scale experiment contrasted three leadership training treatments and two control treatments. These were systematically applied to each of five companies in a single Battle Group at an Army Training Center in 1961. The study involved more than 400 trainee leaders, 4,000 followers, and 145 cadre organized in more than 20 cycles and 80 platoons. Intensive analysis of 21 selected criteria indicated that, among other findings, trained leaders received higher ratings; they and their followers performed better on military proficiency tests; their squads showed higher esprit; they prepared, briefed, and controlled their squads better on a tactical field exercise. They also held more favorable attitudes toward the Army, although their followers tended to be less favorable toward the Army and toward trainee leaders in general. Among the leader training treatments, both criterion measures and administrative considerations indicated that a Leader Preparation Course (LPC) training system was preferred over leadership training integrated with AIT.

Research By-Products and other related research materials are listed in Part III.

NICORD—Division No. 1 (System Operations) Sub-Unit

Training of Ordnance Guided Missile Maintenance Personnel

Troubles Reported by Electronics Repair Personnel in Nike Ordnance Detachments, **Staff Memorandum, March 1957.** AD-482 315

Ordnance Nike Detachment Electronics Maintenance Personnel: Analysis of Activities With Implications for Training, **Staff Memorandum by William E. Montague and Ralph H. Kolstoe, May 1957.** AD-628 165

Progress Report on Task NICORD, **briefing booklet [by A. James McKnight], June 1962.** AD-638 308

"Analysis of Electronic Maintenance Tasks," by A. James McKnight and Patrick J. Butler, paper read at meeting of APA, 1963.

> Maintenance tasks imposed by the Nike missile system were subjected to a systematic analysis to determine appropriate training requirements. The method of analyzing tasks involved the prediction of equipment failures together with the determination of human inputs and required outputs. From this analysis the most appropriate mediating knowledges were identified. An experimental training program based upon results of this analysis was constructed and administered in comparison with the standard Army training program. The result was a 25% reduction in average time required for repair, and a 40% reduction in overall training time.

Identification of Electronics Maintenance Training Requirements: Development and Evaluation of an Experimental Ordnance Radar Repair Course, **Research Report 15, by A. James McKnight and Patrick J. Butler, December 1964.** AD-457 167

> To identify the requirements most appropriate for Ordnance electronics maintenance training, methods of analyzing electronics maintenance tasks were developed. The process included system, task, and knowledges and skills analyses, and determination of training objectives. A representative MOS, Nike Track Radar Repairman, was analyzed by these methods and the results reflected in a 22-week experimental course; more emphasis was placed on practical maintenance procedures and certain technical aspects, and less on circuit operation theory. Graduates of the experimental course surpassed graduates of the 39-week standard course on an overall job-sample measure, and on troubleshooting the radar system and components. They ranked almost as well as field-experienced repairmen in troubleshooting radar components, but somewhat below them in other areas tested. It was concluded that the kinds of content identified in the NICORD analysis need to be given greater emphasis in current electronics maintenance training.

OBSERVE—Division No. 6 (Aviation)[1]

Sub-Unit

Improved Methods for Training Aerial Surveillance Personnel

§ "Research Strategy in Investigating Aerial Surveillance Systems," by George D. Greer, Jr., and John A. Whittenburg, paper read at meeting of APA, 1958 (Subcontractor: Human Sciences Research, Inc.).[2] I

A Field Test of Visual Detection and Identification for Real and Dummy Targets, Research Memorandum by John A. Whittenburg, Alvin L. Schreiber, and CPT B.F. Richards, April 1959 (Subcontractor: Human Sciences Research, Inc.).[3] AD-637 244 I

"A Field Study Comparison of Visual Search Methods in Aerial Observation," by Francis H. Thomas, Paul W. Caro, Jr., and James M. Hesson, paper read at meeting of APA, 1959.

> An earlier study suggested that aerial visual search was made relatively ineffective by prolonged fixation upon sighted target objects. When the observer possessed the goal-set to "find a target," upon the realization of this goal, his search activity momentarily ceased. By reorienting the observer's goal-set "to visually cover all the search area," it was assumed more targets could be sighted. By emphasizing this latter goal and by providing the observer with techniques for its accomplishment, previously untrained aerial observers were able in in-flight observation to match their classroom proficiency in target recognition accuracy.

Research on Human Aerial Observation. Part I: Summary, Research Memorandum by John A. Whittenburg, Alvin L. Schreiber, John P. Robinson, and Peter G. Nordlie, July 1960 (Subcontractor: Human Sciences Research, Inc.). AD-479 196L I

Research on Human Aerial Observation. Part II: Description of Tactical Field Test, Research Memorandum by John A. Whittenburg, Alvin L. Schreiber, and CPT Barton F. Richards, July 1960 (Subcontractor: Human Sciences Research, Inc.).[3] AD-637 147 I

Research on Human Aerial Observation. Part III: Summary Data From Tactical Field Tests, Research Memorandum by John A. Whittenburg, Clive Barlow, Kenneth L. Deveney, Robert D. Warne, and Alvin L. Schreiber, July 1960 (Subcontractor: Human Sciences Research, Inc.).[4] AD-452 708 I

"Requirements for Research on Uses of the Unaided Eye in the Collection of Battlefield Information," by Francis H. Thomas, paper read at Visual Search Symposium, meeting of NRC Vision Committee, Washington, April 1961; in *Visual Problems of the Armed Forces*, Milton A. Whitcomb (ed.), National Academy of Sciences, National Research Council, April 1961. I

"Aerial Observer Problems," by Francis H. Thomas, paper read at 7th Annual Army Human Factors Engineering Conference, University of Michigan, October 1961.

"Let's Take a Look at the Basic Skills of Aerial Observers," by LTC Arne H. Eliasson, *Army Aviation*, vol. 10, no. 11, November 1961.[5]

Training Research on Low Altitude Visual Aerial Observation: A Description of Five Field Experiments, Research Memorandum by Francis H. Thomas and Paul W. Caro, Jr., July 1962. AD-624 015 I

---

[1] This Work Unit was initiated at Division No. 1 (System Operations). The symbol § indicates an item prepared at Division No. 1.

[2] George D. Greer, Jr., was on the staff of Division No. 1 (System Operations) and John A. Whittenburg was an employee of the subcontractor.

[3] John A. Whittenburg and Alvin L. Schreiber were employees of the subcontractor; Captain Richards was the HumRRO Military Advisor.

[4] John A. Whittenburg and Alvin L. Schreiber were employees of the subcontractor; SP 4 Clive Barlow, SP 4 Kenneth L. Deveney, and PFC Robert D. Warne were assigned to the Aviation Unit.

[5] Colonel Eliasson was Unit Chief of the U.S. Army Aviation Human Research Unit.

OBSERVE (Cont.)

Sub-Unit

I *Low Altitude Aerial Observation: An Experimental Course of Instruction*, **Technical Report 80, by Francis H. Thomas, October 1962.** **AD-287 158**

> A field test, in which combat situations were simulated, was administered to aerial observers as a means of identifying the basic skills involved in low altitude aerial observation. The main skill areas were found to be visual search, target recognition, geographical orientation, and target location. Methods and techniques for teaching the identified skills were developed and evaluated in five field experiments, and were incorporated in an aerial observer training course. In a final evaluation, students trained under the experimental course performed as well as experienced observers who had been trained in the conventional program.

I *Training Materials for Aerial Observer Instruction in Basic Visual Skills*, **by CPT James M. Hesson and Francis H. Thomas, October 1962 (Supplement to Technical Report 80,** ***Low Altitude Aerial Observation: An Experimental Course of Instruction*****).** **AD-808 662L**

"Programmed Learning and Low Altitude Observation," by Peter B. Dawkins, paper for American Psychological Association convention, Philadelphia, September 1963.

> An Army training course on low altitude aerial observation was converted into programed format. The programed content consisted of both verbal material and perceptual material, i.e., photographs and maps. Criterion testing of an experimental group (N=10), who took instruction, and a control group (N=10), not taking instruction, revealed learning gains in Target Location accuracy of approximately 50%. A 47% reduction in Target Location response time accompanied the gains in accuracy. Study time was less for programed compared to conventional instruction (15 versus 16 hours) despite increased content in the programed course.

II **"Automated Education in the Training of Low Altitude Aerial Observers," by Peter B. Dawkins, paper for 10th Annual Army Human Factors Research and Development Conference, Fort Rucker, Ala., October 1964.**

II *Programed Instruction and Low Altitude Aerial Observation*, **Research Report 14, by Peter B. Dawkins, December 1964.** **AD-456 738**

> An Army training course on low altitude aerial observation was converted into programed format. The programed content consisted of both verbal and visual (i.e., photographs and maps) material, on four basic aerial observer skills. Criterion testing on target location indicated that the group of students receiving the experimental training made reliable learning gains, in comparison with a control group which did not receive the training. A reduction in time required to locate targets accompanied the increase in accuracy. On the average, study time for the self-paced programed course was less than that required for the classroom version of the course (15 hours vs. 16 hours).

"Human Factors in Complex Systems," by Francis H. Thomas, paper for symposium at annual meeting of Southeastern Psychological Association, Atlanta, Ga., April 1967; included in ***Human Factors Research in Support of Army Aviation*****, Professional Paper 27-67, June 1967.**

Research By-Products resulting from this research effort are listed in Part III.

OCS–Division No. 3 (Recruit Training) Sub-Unit

An Investigation Into the Characteristics of Qualified Applicants for Officer Candidate Schools and the High Attrition in These Schools

***Attitude and Information Patterns of OCS Eligibles*, Research Memorandum 2, by Milton G. Holmen and Robert V. Katter, October 1953.** I
PB-112382 AD-19 544

To determine reasons for the low application rate and the high attrition rate in officer candidate schools, attitudes of eligibles toward OCS schools were assessed and the amounts and accuracy of their information about the schools were surveyed. It was learned that (a) most eligibles overestimated the academic requirements and underestimated the leasership requirements; (b) longer service obligation was the most important deterrent to applying (c); personal advancement and self-improvement were the most important attractions.

***Infantry OCS Evaluations and Combat Performance*, Technical Report 8, by Robert V. Katter and Milton G. Holmen, June 1954.**
PB-115120 AD-39 552

To determine which OCS evaluation techniques are useful in predicting performance of lieutenants in combat divisions, ratings by commanding officers were obtained on the performance of Infantry OCS graduates who served as officers in combat divisions in Korea. These ratings were compared with eight OCS ratings and four pre-OCS ratings. Performance in combat divisions was predictable, though not accurately, from student, platoon leader, and company commander ratings, and final class standings. However, academic scores in OCS, physical efficiency scores, rifle marksmanship scores, or number of demerits did not prove to offer a basis for prediction. The findings emphasize the need for developing measures which will predict combat performance with accuracy for use in OCSs.

***The Effect of Different Methods of Motivating Men to Apply for OCS*, Technical Report 9, by Irving F. Richardson and Milton G. Holmen, July 1954.** II
PB-118879 AD-72 744

The effects of different methods of motivating men to apply for Officer Candidate School were investigated. The experimental motivating conditions were (a) an intensive information program, (b) a buddy nomination procedure, and (c) a combination of conditions (a) and (b). These methods were compared with concurrent normal recruitment results. The study indicates that the rate of application is lower for eligibles when they have received extensive orientation than when they have not. The use of buddy nomination procedure tended to increase the rate of application for OCS.

***The Relationship Between Leaders' Course Evaluations and OCS Evaluations*, Staff Memorandum by Ann M. Jones, August 1954.** I
AD-486 300

During 1952 and 1953 approximately one half of the men attending the Army officer candidate schools had completed one to eight weeks of a Leaders' Course prior to entering OCS. The Leaders' Schools were intended primarily for leadership training at the noncommissioned officer level, and were available to men who had made a good record during basic training. OCS records and Leaders' Course records were obtained on 155 graduates of the Fort Ord Leaders' Course and 161 graduates of the Camp Roberts Leaders' Course. Composite ratings obtained at both Leaders' Courses were found to be valid predictors of OCS success. The part-score of greatest predictive value was the peer rating.

***Research on Motivation and Attrition Problems of the Army Officer Candidate Schools*, interim report by Milton G. Holmen, Robert V. Katter, Ann M. Jones, and Irving F. Richardson, September 1954.** II
AD-486 301

This summary of the research findings on Officer Candidate School (OCS) problems includes implications for OCS policy. Also included in this review are the areas of attitude and information patterns of OCS eligibles; the effect of different methods of motivating men to apply for OCS; branch preferences of officer candidates; the

Military Interest Blank as a predictor of motivation to complete OCS training; the officer candidate applicant assessment center; research on the OCS evaluation system; relationships between the attrition rate and composite ratings, situational tests, and leadership scores.

***Relationships Between School Preference and Success in OCS,* interim report by Milton G. Holmen and Irving F. Richardson, December 1954.** I
AD-486 302

There is a weak overall trend at all officer candidate schools for candidates attending the school of their first or second choice to be more likely to graduate. This trend is somewhat more pronounced at the combat arms OCSs than at the technical service OCSs. Of the candidates questioned at the technical service OCSs, about one out of five had expressed preference for a combat arms OCS on his application form.

***Predicting Motivation to Complete OCS With Interest Inventories,* Staff Memorandum by Milton G. Holmen and Robert V. Katter, May 1955.**
AD-486 299

This study was concerned with whether interest items could predict motivational failure in the Army Officer Candidate Schools and, if so, what kind of items are the best predictors and how the item should be scored to improve predictions. Scales for three OCSs were developed in two separate interest tests: a commercially available interest blank and a test using specially written military items. The scales produced very useful predictions at two of the three schools.

"Predicting Success in Officer Candidate School With an Assessment Program," by Robert V. Katter and Milton G. Holmen, paper for American Psychological Association convention, San Francisco, Calif., September 1955.

See Technical Report 26.

***An Assessment Program for OCS Applicants,* Technical Report 26, by Milton G. Holmen, Robert V. Katter, Ann M. Jones, and Irving F. Richardson, February 1956.** III
PB-122208 AD-91 213

This study investigated factors affecting the prediction of OCS success and failure by procedures which might be useful in screening candidates. Assessment procedures were developed which had some success in evaluating the candidates tested, and in addition appeared to have orientation and training effects useful to the candidates. There did not seem to be much relationship between measurable personality characteristics and the OCS criteria.

OFFTRAIN–Division No. 4 (Infantry)[1]

Studies in Leadership and Leadership Training

Sub-Unit

§ **"Training Leaders With Sound Films and Group Discussion Techniques," by Carl J. Lange, Carl H. Rittenhouse, and Richard C. Atkinson, paper for American Psychological Association convention, September 1955.** I

A leadership course for Army officers utilized sound films for the presentation of officer problems, based on descriptions of leadership situations collected from Army officers and NCOs in combat and non-combat areas. Each film terminated at the point where the leader was faced with making a decision and taking action; a small group discussion followed. A manual for instructors included the purpose of the course, the technique used, the function of the instructor, and narrative descriptions of the leadership problems. The course was used for leadership training, with control groups taking conventional classes. Analyses indicated that the experimental training was superior to the conventional training.

§ ***Films and Group Discussions as a Means of Training Leaders,* Technical Report 27, by Carl J. Lange, Carl H. Rittenhouse, and Richard C. Atkinson, March 1956.** I

PB-122875 AD-89 278

A technique for training junior officers in military leadership, using sound films depicting characteristic leadership problems followed by small group and panel discussions of the films, was developed and evaluated. In comparison with students who received the regular training, students who received this special training showed greater improvement in the quality of their solutions to leadership problems, and were better able to evaluate leadership in others.

§ **"Relationships Among Leader Effectiveness Ratings, Intelligence and Job Knowledge," by Vincent Campbell, Carl J. Lange, and Fred J. Shanley, paper for annual meeting of Western Psychological Association, Spring 1957.**

Two rating questionnaires were administered as criteria of overall effectiveness of leadership. One superior and an average of seven subordinates rated each of 42 junior officers serving as platoon leaders of infantry platoons. Within the population studied, variation in intelligence was found to be unrelated to leader effectiveness using the criteria concerned. Technical job knowledge was found to be a small source of variation in platoon leader effectiveness.

§ **"A Method for Studying Leadership," by Carl J. Lange, Robert V. Katter, Vincent N. Campbell, and Fred J. Shanley, paper for American Psychological Association convention, September 1957.**

A method was developed for studying behavior of the formal leader in small groups. The method was designed to provide a set of behavior description variables which were comprehensive and stated in terms of overt behavior. Descriptions of observed leader behavior were obtained in interviews with subordinates. A set of behavior variables was formulated, and trained scorers transformed the interview data into quantitative information on these variables according to an objective set of rules. Final scores derived from this quantitative information yielded distributions showing substantial variation among leaders for most variables.

§ **"Experimental Design for Field Studies in Leadership," by Carl J. Lange and Francis H. Palmer, paper for 3d Conference on Design of Experiments in Army Research, Development and Testing, Washington, October 1957.**

Two exploratory field studies using correlational design are discussed with special emphasis on methodological problems commonly faced.

---

[1] **This Work Unit was initiated at Division No. 3 (Recruit Training). The symbol § indicates an item prepared at Division No. 3.**

OFFTRAIN (Cont.)

Sub-Unit

§ ***A Study of Leadership in Army Infantry Platoons*, Research Report 1, by Carl J. Lange, Vincent Campbell, Robert V. Katter, and Fred J. Shanley, November 1958.** II

PB-142579 AD-209 142

The purpose of this study was to obtain information about the on-the-job leadership behaviors which distinguish between effective and ineffective infantry platoon leaders. Sources of data included (a) interviews with 281 platoon members to provide detailed descriptions of leader behaviors in specific situations, (b) a questionnaire in which platoon members rated platoons and platoon leaders, (c) ratings of platoon leaders by company commanders, (d) tests of intelligence and military information given to platoon leaders. Considerable agreement exists between subordinate and superior ratings. The effective leader emphasizes performance as the basis of reward and punishment, uses punishment instructively and for motivational failures, and communicates clearly about the standards desired, providing precise information about needed improvement when reacting to below-standard performance.

"The Social Desirability Variable in Behavior Description," by T.O. Jacobs and C.J. Lange, paper for annual meeting of Southeastern Psychological Association, Spring 1960. III

***Leadership in Army Infantry Platoons: Study II*, Research Report 5, by Carl J. Lange and T.O. Jacobs, July 1960.** III **PB-149966 AD-240 895**

A Leader Activities Questionnaire (LAQ) was developed to measure leader behavior variables found in an earlier study to be associated with judgments of leader effectiveness. The LAQ was planned for use as a measure of the effectiveness of experimental platoon leader training based on the leader behavior variables identified earlier. Results of the tryout indicated that most of the LAQ scoring categories were satisfactory as to internal consistencies and the extent to which platoon members agreed in describing behavior of their platoon leaders. Validities of parallel variables in the two studies were in substantial agreement. The close agreement between the two sets of results increases the confidence with which the findings of the earlier study can be used as a basis for training platoon leaders.

"Identifying and Measuring Leadership Characteristics of the Officer," by Carl J. Lange, paper for symposium at American Psychological Association convention, September 1961.

"Leadership in Small Military Units: Some Research Findings," by Carl J. Lange, paper for NATO Defence Psychology Symposium on Group Productivity, Paris, France, August 1960, published in *Defence Psychology*, Frank A. Geldard (ed.), Pergamon Press, New York, 1962; also issued as Professional Paper 24-67, June 1967. **AD-654 345**

The effect of a leader's actions on his followers in small military units was the subject of several research studies conducted to explore the nature of the leadership process. The results of the studies emphasized the leader's active role in facilitating and motivating effective performance and minimizing disrupting influences. A framework for leadership training concepts was formulated.

***Basic Problems in Small-Unit Leadership*, Research By-Product by T.O. Jacobs, February 1962.** IV **AD-637 727**

This student textbook is part of a program of instruction to help junior officers acquire the skills necessary for effective military leadership during both combat and non-combat situations.

***A Program of Leadership Instruction for Junior Officers*, Technical Report 84, by T.O. Jacobs, June 1963.** IV **AD-409 096**

A leadership course for junior officers was developed, based on research findings that identified effective and ineffective leader actions and on leadership training methods of demonstrated effectiveness. The course emphasized study of the leader's interactions with his men in the accomplishment of assigned tasks, and the effect of his actions both on the motivation and morale of his men and on the unit's ability to perform assigned tasks. Student reactions to the course immediately after its completion were good. Follow-up data from the final evaluation group indicate that these favorable reactions do not diminish significantly over a period of four months.

"Leadership at Small Unit Level," by T.O. Jacobs, paper for meeting of Georgia Psychological Association, Jekyll Island, Ga., February 1965.

"The Man in the Middle—A Mixed Role," by T.O. Jacobs, paper for symposium at American Psychological Association convention, New York, September 1966; included in *Goal-Directed Leadership: Superordinate to Human Relations?*, Professional Paper 11-67, March 1967.

"Leadership in Small Military Units," by T.O. Jacobs, paper for Fourth International Congress on Applied Military Psychology, The Hague, The Netherlands, September 1967.

Research By-Products and other related research materials are listed in Part III.

ORIENT—Motivation, Morale, and Leadership Division

Sub-Unit

Orientation Procedures for Airborne Trainees

***Effects of Four Orientation Procedures on Airborne Trainees*, Research Memorandum 1, by Raymond Fink and George Gray, October 1953.** **AD-19 191**

A study was made to determine the relative effectiveness of different orientation procedures for Airborne trainees. The men were divided into four groups; three were given different types of pretraining orientation ("Standard," "Non-fear," and "Glory") and the fourth was given no orientation. No statistically significant differences were found among the four groups in proportion of men successfully completing the course, reasons for noncompletion, and rate of washout. Occasional statistically significant differences were found among groups in certain attitudinal areas.

OVERDRIVE—Division No. 1 (System Operations)

Analysis of Training Requirements for Operation of an Amphibious Ground Effect Machine

"Human Factors in the Air Cushion Vehicles (ACV)," by John W. Lewis and A. James McKnight, paper read at meeting of Human Factors Society, New York, November 1962.[1]

---

[1] Mr. Lewis was on the staff of the Army Human Engineering Laboratories, Aberdeen Proving Ground, Md.; Dr. McKnight was on the staff of Division No. 1 (System Operations).

PATROL–Division No. 4 (Infantry)

Sub-Unit

Methods for Increasing Accuracy, Extent, and Reliability of Information Obtained From Reconnaissance Patrols

Improving the Ability of the Individual Soldier to Employ a Map and Compass in Land Navigation, Staff Memorandum by Henry S. Rosenquist and John E. Taylor, January 1957. AD-488 024 I

Spring 1956 Research on "Reconnaissance Patrolling: A Basic Course in Individual Skills," Staff Memorandum by Joseph F. Follettie, John E. Taylor, and Henry S. Rosenquist, April 1957. AD-627 227 I

Fall 1956 Research on "Reconnaissance Patrolling: A Basic Course in Individual Skills," Staff Memorandum by Joseph F. Follettie, Henry S. Rosenquist, and John E. Taylor, May 1957. AD-627 228 I

Basic Instruction in Land Navigation, Proficiency Test Manual, Research Memorandum, December 1958. AD-488 021 I

This report presents the test which was used to evaluate the adequacy of the twelve-hour training program in land navigation for both day and night conditions appropriate to the basic training level of instruction. The test was administered to approximately 300 basic trainees, all of whom had received the training program.

Possible Combat Application of Experimental Stealth Measuring Device, Research Memorandum by Frank L. Brown, January 1959. AD-639 190

Capabilities and Limitations of the Lensatic Compass, Research Memorandum by Henry S. Rosenquist, October 1959. AD-488 023

Instructor's Guide, PATROL I, Land Navigation: Basic Instruction, Research Memorandum (revised), November 1959. AD-488 401L I

This report represents an experimental program of basic instruction in land navigation under day and night visibility conditions. The program stresses the acquisition of a degree of skill appropriate to the Basic Individual Combat Training level. Included in the Instructor's Guide are descriptions of the instruction, training aids, physical facilities required for training, a subject schedule and detailed lesson plans.

A Performance Requirement for Basic Land Navigation, Research Report 4, by Joseph F. Follettie, March 1960. PB-148318 AD-237 952 I

This report presents the rationale and supporting data that were the basis for establishing a performance requirement and a proficiency standard to be used in evaluating a program of instruction in basic land navigation. The combat reference situation in which navigation ability ultimately will be required was described, and the performance requirement and the means for accomplishing it were assessed. Generation of the requirement was based on characteristics of position defense by a ROCID division.

Development and Evaluation of a Program of Instruction in Basic Land Navigation, Technical Report 70, by Joseph F. Follettie, May 1961. AD-256 392 I

This report describes development and evaluation of a 12-hour Program of Instruction in basic land navigation, for use in Army Basic Combat Training (ATP 21-114). The specification of a performance requirement for basic land navigation by enlisted personnel is summarized in an appendix. The experimental program of instruction, which was built around instruction in dead reckoning and map-terrain association, is outlined. A sample of basic trainees was trained by the POI and tested on a night proficiency test, with about 75% of the sample meeting the performance requirement.

Research By-Products resulting from this research effort are listed in Part III.

PIONEER

Sub-Unit

Development of Methods and Concepts for Training and Motivation Research

This Work Unit was the original vehicle for HumRRO's basic research work, which became programed as separate Basic Research Studies beginning FY 1965. The PIONEER Sub-Units I-X have been presented as correspondingly numbered Basic Research Studies and reporting is listed in the Basic Research section.

PLATTRAIN—Division No. 4 (Infantry)

Experimental Development of Procedures and Methods Designed to Improve the Tactical Proficiency of the Rifle Platoon

"Chalk Talk for Platoon Leaders," by COL Henry E. Kelly [USA Ret.], *Army Combat Forces J.*, vol. 6, no. 3, October 1955.

"'Verbal' Defense," by COL Henry E. Kelly, USA Ret., *Military Rev.*, vol. XXXV, no. 7, October 1955.

***PLATTRAIN: Premises and Training Implications Related to Improving the Tactical Proficiency of Rifle Platoons,* Research Memorandum by John E. Taylor, John B. McKay, Charles E. Hall, and Salvatore N. Cianci, April 1959.** AD-260 995

Tactical doctrine, combat literature, and the literature of previous research were studied to develop premises and training implications to serve as a base upon which subsequent programs of training research relevant to the rifle platoon could be built. A set of premise statements is presented summarizing those factors which have complicated smooth rifle platoon functioning in the past and probably will complicate smooth functioning in the future. Separate sets of statements outlining the implications of these premises for training the individual platoon member, the platoon and squad leaders, and platoons as units, are also presented.

***Some Factors Which Have Contributed to Both Successful and Unsuccessful American Infantry Small-Unit Actions,* Research Memorandum by John B. McKay, Salvatore Cianci, Charles E. Hall, and John E. Taylor, April 1959.** AD-260 994

A search of American infantry small-unit combat literature of World War II and Korea has yielded information concerning some of those factors in American employment of battlefield techniques that have figured in differentiating successful from unsuccessful small-unit actions. Presented in this paper is an enumeration of these factors—supporting fires, control and communications, preparation for conditions on the battlefield, information dissemination, availability of time for planning, accurate and timely reporting, security and surprise, combat losses of key personnel, choice of weapons and personnel for specific missions, and dispersion and tactical utilization of terrain.

POLICY—Division No. 1 (System Operations)

An Analysis of Committee Problem-Solving Techniques at the National War College

Committee Problem-Solving Techniques at the National War College, Technical Report 10, by Frank Restle, September 1954. PB-132402 AD-83 857

The problem-solving methods of student committees of the National War College were assessed with a view to determining how the committees should operate, how they do operate, and how their operation might be improved. Information was obtained through observation, questionnaire, and interview techniques. Specific suggestions for improving the usefulness of the committee method were made.

PRESSURE—Division No. 1 (System Operations)

An Experimental Study of the Relationship Between Anxiety Level and Performance in a Military (Rifle Firing) Situation

"Rifle Marksmanship as a Function of Manifest Anxiety and Situational Stress," by Joseph C. Hammock and Albert I. Prince, paper for American Psychological Association convention, September 1954.

A Study of the Effects of Manifest Anxiety and Situational Stress on M-1 Rifle Firing, Staff Memorandum by Joseph C. Hammock and Albert I. Prince, October 1954. AD-625 919

PROFICIENCY—Division No. 2 (Armor)

Proficiency Testing: The Development of Performance Proficiency Tests for Basic Trainees

***Development of Proficiency Tests for Basic Combat and Light Infantry Training*, Technical Report 19, by Robert A. Baker, Guy Scott, and Eugene F. MacCaslin, July 1955.** AD-85 829

After an intensive study of current proficiency testing practices, ATPs, and combat reports, performance tests were developed to measure proficiency attained by trainees in basic and advanced infantry training. The Individual Proficiency Test: Basic Combat and the Individual Proficiency Test: Light Infantry were developed for administration at the end of the Basic Combat Training Program (ATP 21-114) and the Advanced Light Infantry Training Program (ATP 7-600) respectively. Each test consisted of 17 subtests of critical combat skills. Each test was evaluated for its validity, reliability, objectivity, ease of administration, and ease of scoring.

Research By-Products resulting from this research effort are listed in Part III.

PROTECT—Division No. 1 (System Operations) Sub-Unit

The Performance of Military Personnel Wearing Protective Masks

The Effects of Protective Masking Upon Smoke Generator and Fuel Supply Team Performance: An Analysis of an Experiment Conducted by the U.S. Army Chemical Corps, **Research Memorandum by Richard I. Moren and William E. Montague, April 1959.** AD-628 146 I

The Effects of Wearing the CBR Protective Mask Upon the Performance of Selected Individual Combat Skills, **Technical Report 57, by William E. Montague, Robert D. Baldwin, and Andrew H. McClure, June 1959.** PB-143538 AD-220 171 I

The effects of wearing the protective mask on individual combat skills were measured during the first hour and after five consecutive hours of masking. Performance test scores of masked soldiers were compared with their scores when tested under comparable conditions without masks. Military activities tested were: driving vigilance, radio communication, target detection with unaided vision and with binoculars, firing shoulder weapons, cross-country running, and unaided voice communication. During the first hour, performance by masked troops was lower than for unmasked, losses ranging from 1 to 36%. With one exception, five-hour effects of masking also produced lower scores, average losses ranging from 2 to 41%. The greatest decrement appeared in tests of unaided voice communication, indicating a need for additional emphasis on the use of other means of communication in combat.

"The Effects of Wearing the CBR Protective Mask Upon the Performance of Selected Individual Combat Skills," by William E. Montague, paper read at meeting of APA, 1960. I

The effects of wearing the protective mask on individual combat skills were measured. Performance test scores of masked soldiers were compared with their scores when tested under comparable conditions without masks. Military activities tested were: driving vigilance, radio communication, target detection with unaided vision and with binoculars, firing shoulder weapons, cross-country running, and unaided voice communication. Average losses due to masking ranged from 1 to 41%. The greatest decrement appeared in tests of unaided voice communication, indicating a need for additional emphasis on the use of other means of communication in combat.

Human Factors in CBR Operations: The Effects of CBR Protection Upon the Performance of Selected Combat Skills in Hot Weather (U), **Technical Report 71, by William E. Montague and Richard I. Moren, May 1961 (CONFIDENTIAL).** AD-323 672 I

Troops were tested in hot weather under three conditions of CBR protection: in normal field uniform (no protection), wearing the model E13R9 mask, and wearing the entire permeable protective uniform (including the mask). The tests were: setting up and taking down smoke generators, road marching, running, rifle loading and unloading, rifle disassembly and assembly, rifle bore cleaning, spark plug changing, carbine marksmanship, radio communication, and unaided voice communication. (U)

PSYFREE—Psychological Warfare Division

Communist Indoctrination and Use of Prisoners of War for Psychological Warfare Operations

A Study of the POW Experiences of a Specific National Group [U] (short title), interim report by Milton Kovner, March 1955 (CONFIDENTIAL). **AD-379 525L**

"Were They Really Brainwashed?" by Julius Segal, _Look_, vol. 20, June 1956.

Factors Related to the Collaboration and Resistance Behavior of U.S. Army PW's in Korea, Technical Report 33, by Julius Segal, December 1956 (Unclassified, with CONFIDENTIAL Supplement). **AD-116 845**

This study was designed to identify factors which differentiated those U.S. Army PWs who resisted Communist exploitation in Korea from those who participated in the captor's program of exploitation. A sample of 579 PWs was selected for study from the population of 3,323 repatriated Army PWs, and three distinct groups of PWs—Participators, Resisters, and Middle—were contrasted on over 300 items of information drawn from interrogations conducted by the Army. Recommendations for the content of troop orientation programs are made, and the specific resistance skills and attitudes required for resistance are identified.

"Factors Related to the Collaboration and Resistance Behavior of U.S. Army PW's in Korea," by Julius Segal, paper for annual meeting of Eastern Psychological Association, Spring 1957.

"Correlates of Collaboration and Resistance Behavior Among U.S. Army POWs in Korea," by Julius Segal, _J. Soc. Issues_, vol. 13, no. 3, September 1957.

American prisoners in Korea, under continuing threat of punishment for resistance to their captors, could either submit to the enemy's demands and get preferential treatment, or resist and suffer the consequences. Few understood that the enemy was primarily seeking psychological warfare gains in their efforts to win prisoners to collaboration. A small proportion (15%) of the American POWs in Korea capitulated, and another 5% refused to submit although threatened with personal danger and abuse, deprivations, and imprisonment. Approximately 80% of the men managed to maintain a neutral position.

PSYJOB—Psychological Warfare Division

Determination of Training Requirements for Propaganda Personnel

Psychological Warfare Job Requirements and Training: An Evaluation of the Psychological Warfare School Curriculum, Staff Memorandum by Lawrence Schlesinger and Harriet Beckwitt, August 1956. **AD-484 337L**

QUIZ–Division No. 3 (Recruit Training)

Psychological Techniques for Facilitating and Countering Interrogative Processes

Sub-Unit

Exploratory Efforts Concerned With a Study of the Interrogation Process: Survey Activities, Conceptualization and Pilot Studies, **Research Memorandum by Hilton M. Bialek, Jerald N. Walker, and Joanne J. Hood, May 1962 (For Official Use Only).** I

This paper includes a survey of potential problems in the areas of interrogation and resistance, a working conceptualization of the interrogation process, and the informal results of a number of pilot studies originating from the conceptualization. These activities resulted in a proposal for a formal research effort.(U)

An Experimental Approach to Tactical Interrogation, **Research Memorandum by Hilton M. Bialek, Jerald N. Walker, and Joanne J. Hood, February 1963.** **AD-487 575L** II

The purpose of this study was to determine whether experimental simulation of a tactical interrogation situation was feasible. The report describes the experimental situation, the derivation and description of scores measuring interrogation input and output, and the basis and limits for generalizing from the specific experimental setting. Effects of variations in interrogator technique and arousal of source resistance on the amount and accuracy of information obtained are reported. Both variables are shown to have significant effects under particular conditions. The salient finding is that almost three-fourths of potentially available information is lost under the best of conditions. Suggestions for implementation and further research conclude the report.

An Evaluation of Three Screening Procedures for Interrogation, **Research Memorandum by Jerald N. Walker and Joanne J. Hood, May 1963.** **AD-487 576L** II

The purpose of this experiment was to determine the relative effectiveness of screening sources individually, in 4-man groups, and in 12-man groups. It was concluded that screening is most efficient when sources are dealt with in groups of four; however, this conclusion is restricted to cases where the interrogator is dealing with cooperative enlisted sources and has essential elements of information about as specific as in this study. Although substantial variation existed, the accuracy of the interrogators' screening appeared satisfactory.

RADAR–Division No. 5 (Air Defense)[1]

Sub-Unit

Training of Radar Operators and Maintenance Personnel[2]

§ *A Bibliography of Human Factors in Radar Operation and Maintenance* [Staff Memorandum], by Abram M. Barch, Donald F. Haggard, Herbert Seiden, Robert Vineberg, and George J. Wischner, 44 pp., September 1953 (Unclassified, with CONFIDENTIAL supplement). AD-481 399

The major categories in this bibliography are reviews and bibliographies, radar operator research, human engineering, electronics maintenance, and peripheral, basic, and methodological aspects.

§ *The AAFCS M-33 Mechanic: Analysis of Field Activities and Problems With Implications for Training*, Information Report by Staff, RADAR, 305 pp., March 1954. AD-488 596L II

This report discusses studies conducted on the AAFCS M33 radar mechanic. Topics covered include the requirement, orientation, and plan of study; field activities and problems of the M33 mechanics; field factors regulating echelon maintenance activities; implications for training mechanics; and a preliminary report on the M33 radar operator.

§ *The AAFCS M-33 Operator: Analysis of Field Activities and Problems With Implications for Training*, Technical Report 20, by Donald F. Haggard and J. Daniel Lyons, 81 pp., August 1955. AD-75 684 I

This study was designed to obtain a complete description of the activities, problems, and training of M33 radar operators in antiaircraft installations. Present training is evaluated in terms of administrative factors, curricula, instructional methods, and training materials, and specific criticisms and suggestions from trainees and instructors are included.

§ "A Performance Test for the AAFCS M-33 Radar Mechanic and Observations on Trouble Shooting Behavior," by Robert Vineberg, paper for Symposium on Electronics Maintenance, Office of the Assistant Secretary of Defense, Research and Development, Advisory Panel on Personnel and Training Research, Washington, August 1955.

★ The development of a performance test designed to measure ability of radar mechanics in the energizing and operation of equipment, in field adjustments and preventive maintenance, and in troubleshooting, is described. Data from the administration of the test to experienced and inexperienced antiaircraft mechanics are furnished.

§ "Studies of Field Activities of Army Electronics Maintenance Personnel," by George J. Wischner, Abram M. Barch, and Joseph C. Hammock, paper for Symposium on Electronics Maintenance, Office of the Assistant Secretary of Defense, Research and Development, Advisory Panel on Personnel and Training Research, Washington, August 1955.

★ In this paper a description of three studies of field activities, problems, and difficulties of Army electronics maintenance personnel offers information bearing on the methodology employed, the kind of data gathered, and their utility and implications for training. The objective of the research was to work toward job-oriented training geared more directly to field use.

§ *Supplement to a Bibliography of Human Factors in Radar Operation and Maintenance*, Staff Memorandum by J. Daniel Lyons, August 1955. AD-488 595L

This supplement lists unclassified publications that appeared between September 1953, when the first bibliography was issued, and March 1955.

---

[1] This Work Unit was initiated at Division No. 1 (System Operations). The symbol § indicates an item prepared at Division No. 1.

[2] Presence of a star to the left of the abstract indicates that the item is one of the RADAR papers or presentations included in *Collected Papers Prepared Under Work Unit RADAR: Training of Radar Operators and Maintenance Personnel*, Professional Paper 20-68, June 1968.

§ **"An Analysis of Problem Solving for Use in Troubleshooting Research," by Robert Vineberg, paper for symposium at American Psychological Association convention, San Francisco, September 1955.**

★ This paper presents an analysis of the approach troubleshooting mechanics take—ranging from symbolic processes to physical manipulations—in maintaining electronic equipment. The sympton-formulation-performance sequence is described. Research into the role of different variables affecting troubleshooting responses is suggested.

§ **"A Three-Hour Performance Test to Evaluate Job Effectiveness of Army Radar Mechanics," by James E. Whipple, Robert D. Baldwin, Robert F. Mager, and Robert Vineberg, paper for American Psychological Association convention, San Francisco, September 1955.** IV

See Technical Report 38.

§ ***The AAFCS M-33 Operator: A Manual of Operating Procedures,* Special Report 6, by George H. Brown, Donald F. Haggard, and J. Daniel Lyons, 34 pp., August 1956.** AD-108 197 V

A complete list of operationally correct AAFCS M33 radar operating procedures was developed for use within an over-all Work Unit designed to improve and standardize the training required for radar operator personnel. The list can be modified to suit the needs of a specific command area, and subdivisions by activity can be separately bound for use by trainees for each operating position. It is believed that operator trainees will more quickly achieve a satisfactory level of operating skill when their individual instruction at the controls is supplemented by the study of this manual of step-by-step procedures.

§ ***The AAFCS M-33 Mechanic Proficiency Test: Part I—Comparison of Mechanics With and Without Field Experience. Part II—Development and Cross-Validation,* Technical Report 38, by Robert D. Baldwin, Robert F. Mager, Robert Vineberg, and James E. Whipple, 58 pp., May 1957.** PB-129373 AD-133 219 IV

As part of long-range research in electronics maintenance and operator training, maintenance proficiency of AAFCS M33 mechanics at time of graduation from the AAA & GM School and after on-the-job experience was assessed. Experienced and inexperienced mechanics were tested with the AAFCS M33 Mechanic Proficiency Test (14 problems in troubleshooting, adjustment, preventive maintenance, energizing and operation of the M33 radar). Results suggest that after the general improvement in skills during the first six months on the job, additional experience has little effect on the skills tested—except for troubleshooting ability, which continues to develop with field experience. Characteristic deficiencies in the performance of new mechanics were identified and steps were recommended to alleviate them.

"Diagnosis and Treatment of an Army Electronics Training Course," by James E. Whipple, Robert F. Mager, and Lloyd Hitchcock, Jr., paper for American Psychological Association convention, New York, September 1957.

★ A five-stage research program resulting in Army adoption of an improved curriculum for M33 Anti-Aircraft Fire Control System maintenance mechanics is described. The sequence of research activities involved: job analysis and definition, construction of a criterion test of maintenance proficiency, critical evaluation of the training program, using data obtained from the two preceding steps, development of two revisions of the training curriculum, and experimental tryout of the revised curricula.

***Development and Evaluation of an Experimental Program of Instruction for Fire Control Technicians,* Technical Report 46, by Lloyd Hitchcock, Jr., Robert F. Mager, and James E. Whipple, 32 pp., May 1958.** AD-200 850 VI

As part of a long-range research in electronics maintenance and operator training, an experimental training program for AAFCS M33 technicians was developed and evaluated. Experimental curriculum modifications included a one-week introductory course in fire control system operation, a marked reduction in time spent in basic electronics theory, and a shift in over-all emphasis from electron-flow theory to signal-flow analysis of circuitry. Experimental course graduates scored much higher on a performance proficiency test than did appropriate comparison groups. Curriculum modifications were recommended to the U.S. Army Air Defense School.

***Course Achievement of Students With Unsatisfactory Academic Averages in Basic Electronics,* Staff Memorandum by Harry E. Anderson, Jr., and James E. Whipple, 24 pp., September 1958.** IX AD-633 165

This study was conducted to investigate academic achievement of students in a fire control maintenance course. Four experimental classes, involving a total of 92 trainees, for whom complete data were available, were allowed to complete the course regardless of grades and without undergoing boarding action. This experimental procedure permitted analysis of grades throughout the course for each trainee. An electronics aptitude test was given to each trainee prior to the course. The study showed that a substantial number of students, normally removed from their class as a result of deficient grades in Basic Electronics, possessed the ability to make satisfactory grades in later phases of instruction on the equipment.

***Collected Papers Prepared Under Work Unit RADAR: Training of Radar Operators and Maintenance Personnel,* Professional Paper 20-68, 38 pp., June 1968.** AD-674 165

(RADAR items included in this Professional Paper are indicated with a star in the left margins of the abstract.)

Several aspects of research in the area of training radar operators and maintenance personnel are reported here. Studies covered include the development of a performance test to measure radar mechanic's ability; a description of three studies concerning electronics maintenance personnel, aimed at improving job-oriented training geared to field use; an analysis of the approach mechanics take to troubleshooting; and a description of a five-stage research program that resulted in improved training for M33 Antiaircraft Fire Control System mechanics.

Research By-Products and other related research materials are listed in Part III.

RADEV– Division No. 2 (Armor) Sub-Unit

A Comparison of the Training Effectiveness of the Stereo Range Finder Device OROPT-T1 and the Tank-Mounted Range Finder

***The Training Effectiveness of a Stereoscopic Range-Finder Trainer*, Technical Report 12, by Norman Willard, Jr., Charles A. Bancroft, and John G. Reddan, October 1954.**

PB-116128 AD-57 326

This study assesses a device (OROPT-T1) designed to (a) identify trainees who will not benefit from range finder training, (b) facilitate remedial instruction, and (c) replace the tank-mounted range finder in training. The device will distinguish, with 300 or fewer rangings, between normally apt students and those requiring special training; it is not useful for remedial training; it can replace the tank-mounted range finder in some phases of training for the first 300 practice rangings.

RADOP–Division No. 1 (System Operations)

Improvement of Student Performance in Radio Operation Courses

***Development of a Measure of Skill at Receiving International Morse Code*, Staff Memorandum by S. James Goffard, May 1957; paper for American Psychological Association convention, September 1958.** I

AD-157 986

On the basis of earlier work, an unconventional but more general measure of skill at receiving International Morse Code has been developed. This measure, the speed score, estimates the speed at which a man can get just 90% of the characters correct. From empirically derived tables, a speed score is found for each test. The average of these is used as a measure of skill. This measure has been found useful in making experimental evaluations of programs of code practice material.

***Effectiveness of Variations in Code Practice*, Staff Memorandum by S. James Goffard, May 1958.** II

AD-226 981

The practice required to increase the speed of receiving International Morse Code is monotonous; students soon find it extremely difficult to attend to the practice material, and their motivation to learn code quickly vanishes. New practice materials designed to be more interesting were devised for one course segment. Students practicing with the new material found it less boring and progressed at least as fast as those practicing with the old.

***Experimental Studies of Skill in Copying International Morse Code*, Technical Report 68, by S. James Goffard, December 1960.**

PB-154234 AD-249 915

This research was directed at improving the motivation of students practicing International Morse Code. A new method of measuring skill at copying code was used in evaluating two experimental modifications of the program of practice material. Both modifications proved more interesting than the original program, but neither produced a significant increase in the rate of learning. A new program of progressive code practice is presented for use in code courses. It is believed that this practice system would be most advantageous in a course where the amount of time each student was required to spend in code *instruction* depended directly on the rate at which he learned code.

RAID—Division No. 3 (Recruit Training)[1] **Sub-Unit**

Methods for Improving the Effectiveness of Small Groups Under Stress

***Comparison of Random Pairs and Real Pairs on a Simple Auditory Counting Task*, Research Memorandum (revised) by Seward Smith, Donald B. Murphy, George L. Hampton, Ray Bernardo, and Harry Burdick, March 1963.** I

AD-638 306

Performances of 44 subjects working together in face to face pairs (Real Pairs group) and 60 subjects working in pairs but separated from each other (Random Pairs group) were compared on a task which required the counting of long series of tones. These tone series contained from 52 to 196 tone segments presented at a constant rate of eight per second. Real Pair teams were asked to reach agreement on their estimates while the subjects of each Random Pair separately turned in their estimates which were averaged for each problem. All subjects gave individual ratings of their confidence in each problem judgment. The Real Pairs reported lower estimates of the number of tones in the problems they judged than did the Random Pairs. The confidence scores for the two groups were not appreciably different.

"Cohesiveness and Motivation," by Harry A. Burdick, Donald B. Murphy, Seward Smith, and Joan S. Nettler, paper read at meeting of APA, 1963.

Task success and desired personality traits were varied making four subgroups. Solitary subjects were led to believe they were working with a partner on a tone matching problem. After each trial, success feedback was reported. The experimenter arbitrarily failed half of the persons. Subsequently a measure of cohesiveness, involvement, n Achievement, and n Affiliation were obtained. Success groups were higher in cohesiveness. Persons high in n Affiliation liked the partner better. Persons more attracted to the group tried harder, but only in success groups. If in failure groups, persons less attracted to the group tried harder.

"Relation of Intelligence and Authoritarianism to Behavioral Contagion and Conformity," by Seward Smith, Donald B. Murphy, and Ladd S. Wheeler, *Psychol. Rep.*, vol. 14, no. 1, February 1964.

This is a report on a series of experiments designed to study behavioral contagion in two-man groups. Results indicated that the California F scale *per se* did have some value in predicting conformity behavior, but that (within the limited range tested) intelligence *per se* did not.

"Behavioral Contagion," by Ladd Wheeler, Seward Smith, and Donald B. Murphy, *Psychol. Rep.*, vol. 15, no. 1, August 1964.

Four separate experiments on the contagion of game-playing behavior were conducted. Experiment I indicated that contagion occurred whether the game engaged in by the confederate was of high or low valence to the subject, that mere activity on the part of the experimental confederate did not lead to game playing, and that contagion tended toward specificity. Experiment II indicated specificity of contagion was not necessary, that contagion was not entirely due to a desire to compete in game playing. Experiment III failed to produce contagion of a low-valence game with no restraints against game playing. Experiment IV failed to produce contagion of a high-valence game with no restraints against game playing. Throughout the four experiments there was no relationship between contagion and Asch-type conformity. The observed contagion was mediated by reduction of restraints. The data were not adequate to specify the manner in which restraints were reduced, although several alternatives were discussed and evaluated.

---

[1] **This Work Unit was terminated at Division No. 4 (Infantry).**

RANGEFINDER–Division No. 2 (Armor) Sub-Unit

A Study of Training and Selection of Stereoscopic Range Finder Operators for Armor

"The Relationship Between Lateral Phoria and Some Tests of Real and Apparent Depth Perception," by Norman Willard, Jr., Howard C. Olson, and Robert D. Arnold, paper for American Psychological Association convention, September 1953.

"The Distribution of Instrumental Diopter Settings in the Army Population and Their Relation to Pertinent Vision Variables," by Howard C. Olson and Norman Willard, Jr., paper for 34th meeting of the AF-NRC Vision Committee, April 1954.

***A Simplified Method for Rating the Performance of Stereoscopic Range Finder Operators,* Technical Report 34, by Howard C. Olson and Norman Willard, Jr., December 1956.** I

PB-132409 AD-117 726

Data were gathered during training of 179 men as operators of the stereoscopic range finders included in the fire control equipment of medium and heavy tanks. Analysis showed that the standard method of evaluating ranging performance in terms of Units of Error was too difficult to compute in the field and did not always give a true picture of operator error. A scoring graph involving only simple computation was developed as a simplified and accurate method of evaluating operator performance on Range Finder M12 and T46.

***A Study of Training of Stereoscopic Range Finder Operators for Armor (U),* Technical Report 36, by Norman Willard, Jr., Howard C. Olson, and Robert D. Arnold, February 1957 (CONFIDENTIAL).** II

AD-124 807

Using Armor trainees without previous range finder experience, the study sought to determine the amount of training needed to make men proficient operators of the stereoscopic range finder, the proportion of trainees who fail, and various combinations of vision and other tests which might serve to screen these men. (U)

READ—Motivation, Morale, and Leadership Division

Studies of Morale and Motivation Factors Influencing Effectiveness of Individual Soldiers: Evaluation of the Basic Education Program

"An Evaluation of a Basic Education Program in the Army," by S. James Goffard, paper for American Psychological Association convention, September 1955.

***An Experimental Evaluation of a Basic Education Program in the Army,* Technical Report 28, by S. James Goffard, April 1956.** **PB-132407 AD-91 212**

The effects of a brief period of special prebasic training on the potential military usefulness of marginally literate men were evaluated in this study. Three types of special training were considered: (a) instruction in academic skills-reading, writing, arithmetic; (b) instruction in military skills; (c) instruction in both academic and military skills. In comparison with marginally literate men who had received no special training, specially trained men showed negligible improvement in performance and written proficiency and no appreciable changes in attitudes.

RECON–Division No. 2 (Armor) Sub-Unit

Training Methods and Techniques for Improving Combat Readiness of the Armored Cavalry Platoon

A Survey of Problems in the Tactical Training of Armored Cavalry Platoons, **Research Memorandum by John G. Cook, January 1963 (For Official Use Only).** AD-480 776 I

Determination of Combat Job Requirements for Armored Cavalry Platoon Personnel, **Technical Report 92, by William L. Warnick and Robert A. Baker, December 1964.** AD-455 302 I

The objectives of this research were to formulate the job requirements of personnel assigned to armored cavalry platoons and find out the importance in combat of each job in order to know which skills should be emphasized during training. Field personnel rated prepared lists of platoon personnel job requirements for their importance in combat. Final lists included only the duties and skills the field personnel rated essential for combat or for basic performance of the job. The lists are felt to be useful for giving students a preview of their jobs, evaluating platoon efficiency, diagnosing and correcting deficiencies, and developing and standardizing proficiency tests for armor schools, training establishments, and armored cavalry units.

"The Armored Cavalry Platoon Combat Readiness Check," by LTC John G. Cook (USA Ret.) and Robert A. Baker, *Armor*, vol. LXXVI, no. 1, January-February 1967.

"ACT I, The Armored Cavalry Trainer: Can Reality Be Duplicated?" by Robert A. Baker and LTC John G. Cook (USA Ret.), *Armor*, vol. LXXVI, no. 2, March-April 1967.

Research By-Products resulting from this research effort are listed in Part III.

REFILL—Division No. 7 (Language and Area Training)

Survey Investigations in Foreign Language Learning

"Foreign Language Programmed Materials: 1966," by Alfred I. Fiks, *Modern Language J.*, vol. LI, no. 1, January 1967; issued as Professional Paper 1-67, 10 pp., January 1967. **AD-647 505**

A list is given of foreign language programmed materials available to the educational community and to the general public as of February, 1966. Included are items of information such as title, author, publisher, supplier, price category, average hours required for completion time, course objectives, student level, format and price category of components such as texts, tapes, and records, type of response, and an index which is the ratio of number of frames to completion time.

"Some Attitudinal Factors in Foreign Language Learning," by Alfred I. Fiks, paper for meeting of Southern Society for Philosophy and Psychology, Roanoke, Va., March 1967; included in *Abstracts of the XVIIIth International Congress of Psychology*, vol. II, Moscow, U.S.S.R., 1966.

This paper covers student attitudes to foreign language learning, with emphasis on general interest, pragmatism (career or material advantage), xenophilia (identification with other cultures), and course satisfaction. Samples of U.S. military language students were studied to see if they showed similar attitudes to those resulting from other studies. It was hypothesized that attitudinal measures could contribute more to predicting course achievement than could general ability or language aptitude tests.

"Course Density and Student Perception," by A.I. Fiks and J.P. Corbino, *Language Learning*, vol. XVII, nos. 1-2, 1967; issued as Professional Paper 44-67, 8 pp., October 1967. **AD-660 075**

This article was prepared as a part of studies on selected factors involved in the foreign language teaching and learning process. A survey of nine schools indicated a regular relationship between vocabulary size in course objectives and duration of the course. Course density, defined as the ratio of vocabulary size to duration, was observed to be perceived fairly objectively by students.

***Modern Approaches to Foreign Language Training: A Survey of Current Practices*, Technical Report 67-15, by George H. Brown and Alfred I. Fiks, 165 pp., December 1967.** **AD-665 023**

This report presents detailed, non-evaluative description of instructional methods used in a sample of outstanding language training centers. Included are 19 different training programs which together represent a student age range from subteens to adults, both intensive and non-intensive courses, military and civilian students, and governmental as well as nongovernmental programs. For each program surveyed, the report presents fairly detailed description of such features as training objectives; methods of teaching phonology, grammar, and vocabulary; language laboratory activities; student evaluation procedures; and faculty characteristics. Of the language teaching programs, 15 out of 19 were characterized by their respective officials as adhering to the "audio-lingual" (A-L) methods. Two key features were shared by the training centers: primary emphasis on aural comprehension and speaking skills, and an inductive approach to grammar.

REFLECT–Division No. 6 (Aviation) Sub-Unit

Flight Trainer Requirements in Army Aviation Pilot Training

A Preliminary Training Study of the H-34 Cockpit Procedures Trainer, Research Memorandum by Maurice Siskel, Jr., and Wayne D. Smith, October 1960. AD-489 301

***Summary Records of Repairs Reported by Field Radio Repairmen, I - Transmitter-Receiver RT-66, 67, 68, Components of the Standardized Series of FM Sets,* Staff Memorandum, July 1956.** AD-489 006L I

This memorandum contains information from records of repair activities performed by field radio repairmen on the RT-66, 67, or 68 transmitter-receiver. The information was reproduced from 166 Repair Activity Forms completed by 82 radio repairmen. The forms were designed to obtain specific information about characteristics of equipment referrals and repairman procedures in troubleshooting and repair. They were distributed to working repairmen with instructions to fill them out while repairing equipment items. The purpose of this staff memorandum is to provide "case histories" of maintenance jobs to serve where comprehensive information about individual maintenance jobs is required.

***Summary Records of Repairs Reported by Field Radio Repairmen, II - Components of the Standardized Series of FM Sets Except the RT-66, 67, 68 Transmitter-Receiver,* Staff Memorandum, July 1956.** AD-489 007L I

This memorandum contains information from records of repair activities performed by field radio repairmen on components of the standardized series of FM sets except the RT-66, 67, or 68 transmitter receiver. The information was reproduced from 121 Repair Activity Forms completed by 84 radio repairmen. The forms were designed to obtain specific information about characteristics of equipment referrals and repairman procedures in troubleshooting and repair. They were distributed to working repairmen with instructions to fill them out while repairing equipment items. The purpose of this staff memorandum is to provide "case histories" of maintenance jobs to serve where comprehensive information about individual maintenance jobs is required.

***Summary Records of Repairs Reported by Field Radio Repairmen, III - FM Transmitters and Receivers Including Manpacked Sets and Associated Components Except Those in the Standardized Series of FM Sets,* Staff Memorandum, July 1956.** AD-489 008L I

This memorandum contains information from records of repair activities performed by field radio repairmen on FM transmitters and receivers including man-packed sets except those in the standardized series of FM sets. The information was reproduced from 174 Repair Activity Forms completed by 109 radio repairmen. The forms were designed to obtain specific information about characteristics of equipment referrals and repairman procedures in troubleshooting and repair. They were distributed to working repairmen with instructions to fill them out while repairing equipment items. The purpose of this staff memorandum is to provide "case histories" of maintenance jobs to serve where comprehensive information about individual maintenance jobs is required.

***Summary Records of Repairs Reported by Field Radio Repairmen, IV - AM Transmitters and Receivers and Associated Components,* Staff Memorandum, July 1956.** AD-489 009L I

This memorandum contains information from records of repair activities performed by field radio repairmen on AM transmitters and receivers and associated components. The information was reproduced from 179 Repair Activity Forms completed by 104 radio repairmen. The forms were designed to obtain specific information about characteristics of equipment referrals and repairman procedures in troubleshooting and repair. They were distributed to working repairmen with instructions to fill them out while repairing equipment items. The purpose of this staff memorandum is to provide "case histories" of maintenance jobs to serve where comprehensive information about individual maintenance jobs is required.

***Summary Records of Repairs Reported by Field Radio Repairmen, V - Equipment Items Other Than AM or FM Sets and Associated Components,* Staff Memorandum, July 1956.** I

AD-489 010L

This memorandum contains information from records of repair activities performed by field radio repairmen on equipment items *other than* AM or FM sets and associated components. The information was reproduced from 81 Repair Activity Forms completed by 56 radio repairmen. The forms were designed to obtain specific information about characteristics of equipment referrals and repairman procedures in troubleshooting and repair. They were distributed to working repairmen with instructions to fill them out while repairing equipment items. The purpose of this staff memorandum is to provide "case histories" of maintenance jobs to serve where comprehensive information about individual maintenance jobs is required.

***Activities of Field Radio Repair Personnel With Implications for Training,* Technical Report 48, by Harry A. Shoemaker, George H. Brown, and Joan M. Whittemore, May 1958.** I

AD-200 941

Data were obtained on the activities of 1,085 field radio repairmen (MOS 296) in field units in the continental United States and the U.S. Army in Europe. Questionnaires, checklists, and interviews were used to (a) identify skills and knowledges critical to the repairman's job, (b) obtain evaluations from repair and supervisory personnel on training in relation to the job, and (c) determine field requirements to be used in developing a field-oriented proficiency test. Recommendations are given for changes in emphasis and modification in the Field Radio Repair course.

***Development and Evaluation of an Improved Field Radio Repair Course,* Technical Report 58, by George H. Brown, Wesley C. Zaynor, Alvin J. Bernstein, and Harry A. Shoemaker, September 1959.** II-III

PB-161321 AD-227 173

Information obtained in a field study was the basis for revising a course of instruction for Field Radio Repairmen, MOS 296.1. The new course emphasizes recognizing and correcting the most common troubles in the most frequently repaired items of equipment. In addition to providing the repairman with a systematic troubleshooting procedure, the new course incorporated "functional context training" features (e.g., theoretical material presented in a maintenance-oriented context). To evaluate the new course two groups of 100 students each were given the new course and the standard course respectively and were then administered a comprehensive battery of job-related proficiency tests. Graduates of the experimental course were superior on four of the tests (Trouble Shooting, Test Equipment, Repair Skills, and Achievement); neither group was superior on the remaining three tests.

"Development and Evaluation of an Improved Radio Repair Course," by George H. Brown, paper for American Psychological Association convention, September 1959. III

A new training course was developed for Army radio repairmen. The new course was characterized by: (a) the teaching of only those electronics fundamentals which could be explicitly related to the maintenance job, (b) more intensive instruction on fewer radio sets, (c) the use of a whole-to-part sequence instead of the traditional part-to-whole sequence in the instruction on specific sets. A group of 86 men trained in the new course was reliably superior to a matched group of 86 conventionally trained men on proficiency tests of troubleshooting skill, test equipment skill, and on a paper and pencil test of maintenance information.

"The Implementation of Functional Context Training in a Radio Repairman Course," by George H. Brown, paper for American Psychological Association convention, September 1959.

"The Functional Context Method of Instruction," by Harry A. Shoemaker, in *IRE Transactions on Education*, vol. E-3, no. 2, June 1960; issued as Professional Paper 35-67, 7 pp., July 1967. **AD-656 939**

The paper describes the functional context method of instruction for radio repair training. Although limited here to electronics, it is applicable in other types of training. The basic premise of the method is twofold: The context of the material to be learned must be meaningful to the learner and must at the same time be directly relevant to the goals of the training program. A "whole-to-part" training sequence is used rather than the conventional "part-to-whole" method. Within this framework, basic electronics is taught in the broader context of overall equipment functions and maintenance operations.

***A Follow-Up Study of Experimentally and Conventionally Trained Field Radio Repairmen,* Technical Report 65, by George H. Brown and Robert Vineberg, September 1960.** IV

PB-152788 AD-245 468

Approximately 70 graduates each of an experimental and a conventional Field Radio Repair course were recontacted after about nine months' field experience to determine their relative proficiency at that time. The experimental course had emphasized recognition and correction of the most common troubles in the most frequently repaired items of equipment and provided the repairman with a systematic troubleshooting procedure; it also incorporated "Functional Context Training" which featured, for example, presentation of theoretical material in a maintenance-oriented context. The experimental course had produced graduates who were markedly superior to the standard course graduates at the time of graduation. At the time of retesting, the two groups of graduates were substantially equivalent in their repair proficiency. It is concluded that although the instruction received by the experimental graduates was less oriented toward theory than was the standard instruction, this did not place the experimental subjects at any disadvantage as compared with the standard graduates.

"A Follow-Up Study of Experimentally Trained and Conventionally Trained Field Radio Repairmen," by Robert Vineberg and George H. Brown, paper for American Psychological Association convention, September 1960. IV

An experimental course strongly oriented towards the performance of the job in the field and embodying the application of an instructional method termed Functional Context Training was developed for Army radio repairmen. The end-of-course proficiency test battery was readministered to graduates of the experimental and standard courses after they had been in the field an average of nine months. The superiority of the experimental group which had existed at the time of graduation had largely disappeared. Initial high proficiency of the experimental group was not sustained under conditions of minimal exposure to relevant job activities.

RIFLEMAN—Division No. 3 (Recruit Training)[1]

Sub-Unit

Improvement of the Combat Proficiency of the Light Weapons Infantryman

§ *The Combat Subjects and Corresponding Proficiency Levels Essential to the 1962 Training Program for the Light Weapons Infantryman (MOS 111.0),* **Research Memorandum by N.I. Fooks, John B. McKay, and John E. Taylor, December 1958.** AD-478 394L — I

§ *RIFLEMAN II: An Advancing Small Arms Target,* **Research Memorandum by Howard C. Sarvis, March 1959.** AD-478 298 — II

§ **"Is This Enough?" by COL Henry E. Kelly, USA Ret.,** ***Infantry,*** **vol. 50, no. 4, June-July 1960.**

§ *Critical Combat Skills, Knowledges, and Performances Required of the 1962 Light Weapons Infantryman (MOS 111.0),* **Research Memorandum, January 1961.** AD-634 513 — I

§ **"The M14 Automatic?" by COL Henry E. Kelly, USA Ret.,** ***Infantry,*** **vol. 52, no. 1, January-February 1962.**

§ **"Integrative Behavior Versus Individual Skill Measurement as Predictors of Navigational Performance," by T.R. Powers, paper read at meeting of APA, 1962.** — V

Ability to navigate over unfamiliar terrain was assessed by a test which measured component skills separately and by negotiation of routes which offered three levels of navigational difficulty. Eight variables were used to define and control route difficulty. Results, based on the performance of 60 light weapons infantrymen, support the validity of the difficulty-defining variables and indicate that proficiency demonstrated on tests which measure skills separately does not necessarily predict proficiency on tasks which require an integration of skills. Scores on the Pattern Analysis test of the Army Classification Battery did not predict ability to negotiate routes.

§ **"Infantry Combat Training," by COL Henry E. Kelly, USA Ret.,** ***Infantry,*** **vol. 52, no. 6, November-December 1962.**

§ *Performance Evaluation of Light Weapons Infantrymen (MOS 111.0), Graduates of the Advanced Individual Training Course (ATP 7-17),* **Technical Report 81, by T.F. Nichols, J.S. Ward, N.I. Fooks, F.L. Brown, and H.S. Rosenquist, December 1962.** AD-294 179 — III

To evaluate combat readiness and to educe factors contributing to unsatisfactory performance, an evaluation exercise, which simulated the first 21 hours of combat experienced by replacements assigned to a rifle squad, was administered to 51 men upon completion of 16 weeks of basic and advanced military service. The men were evaluated individually in a variety of situations which required response to commands, decision making, and the choice and use of weapons under combat-like conditions. Acceptable levels of performance were defined by military personnel familiar with each situation and with the conditions that prevailed during the evaluation. The results provide a detailed empirical basis for specific recommendations concerning instruction and tactical training designed to result in greater combat readiness at the end of 16 weeks of individual training.

§ **"The Quick or Dead," by COL Henry E. Kelly, USA Ret., and LTC Frank L. Brown, AUS Ret.,** ***Infantry,*** **vol. 53, no. 2, March-April 1963.**

§ *Instructor's Guide—Advanced Land Navigation: A Prototype Course,* **Research Memorandum, July 1963.** AD-601 242 — V

---

[1] **This Work Unit was initiated at Division No. 4 (Infantry). The symbol § indicates an item prepared at Division No. 4.**

§ **"Rifleman or LWI?" by COL Henry E. Kelly, USA Ret., *Infantry*, vol. 53, no. 6, November-December 1963.**

§ ***A Series of Experimental Investigations of the Land Navigation Process*, Research Memorandum by Theodore R. Powers, January 1964.** V
AD-601 243

§ ***Advanced Land Navigation: Development and Evaluation of a Prototype Program of Instruction*, Technical Report 89, by Theodore R. Powers, April 1964.** V
AD-600 749

To enable infantrymen to acquire proficiency in advanced land navigation (ALN) techniques, an ALN performance requirement at the level of infantry advanced individual training (AIT) was developed in this study. Graduates of infantry AIT were tested on navigational routes of the level of difficulty prescribed by the performance requirement. This diagnostic assessment provided guidance for development of a 10-hour prototype program of instruction in ALN. The program was administered to 100 enlisted men whose performance was then evaluated on the prescribed navigational routes. In the experimental group, 50% of the men met the prescribed daytime performance requirement, as opposed to 5% of those without the experimental training; 76% met the performance requirement for nighttime navigation. The 10-hour program of instruction in ALN can be used to train enlisted men to navigate accurately over difficult, unfamiliar terrain under all conditions of visibility.

***Development of Improved Rifle Squad Tactical and Patrolling Programs for the Light Weapons Infantryman*, Technical Report 65-16, by Joseph S. Ward and N.I. Fooks, December 1965.** IV
AD-628 667

This report, on the final Sub-Unit of Work Unit RIFLEMAN, presents and evaluates the improved Rifle Squad Tactical and Patrolling training programs developed to increase the combat proficiency of the Light Weapons Infantryman in Advanced Individual Training (MOS 111.0). The specific objective was to enable the trainee (a) to integrate previously learned skills and knowledges into effective combat behaviors, (b) to coordinate their use with those of fellow squad members, and (c) to execute tactical actions on orders of squad leaders. The method of research included (a) observation of current training and interviews with experienced instructors at Army training centers in order to identify LWI performance deficiencies, (b) derivation of training content from official Army literature and RIFLEMAN I LWI job descriptions, and (c) sequencing of training content into learning units consisting of exercises to form a complete combat action, progressing from emphasis on individual skills to integration of those skills in the squad. The resulting experimental program was administered to two companies of AIT trainees at Fort Ord, California, and was rated as more, or much more, effective than existing programs.

"A Case Study of the Development of an Individual Combat Training Program," by Joseph S. Ward, paper for symposium at 12th Annual Army Human Factors Research and Development Conference, Fort Benning, Ga., October 1966; included in *Individual and Small-Unit Training for Combat Operations*, Professional Paper 21-67, May 1967. III

"Military Discipline and the Soldier," by COL Henry E. Kelly (USA, Ret.), *Infantry*, vol. 58, no. 3, May-June 1968.

Research By-Products resulting from this research effort are listed in Part III.

RIM—Psychological Warfare Division

Research on Methods of Interviewing Foreign Informants

Research on Methods of Interviewing Foreign Informants, **Technical Report 30, by Robert H. Beezer, August 1956.** **AD-104 751**

The purpose of this study was to develop and improve methods for use in interviewing prisoners of war and refugees to obtain information of the sort useful in psychological warfare operations. Interviews were conducted with recent male refugees from the East Zone of Germany to assess the effect of four interrogation factors on the amount of information gained. The variables chosen were the educational level of the source, the interrogator, the manner of interrogation (formal or permissive), and the pattern of questioning. It was found that (a) more highly educated sources gave more information than did those with less education; (b) individual interrogators differed in their performance with sources of different educational levels; (c) the manner of interrogation had no significant effect (sources may have perceived the methods, as applied in this study, in substantially the same way); (d) variations in the pattern of questioning did not produce significant differences, but provocative statements yielded more information than related open-end questions.

RINGER—Division No. 5 (Air Defense)

Fidelity Requirements for Training Devices

A Test of a Method of Converting Proficiency Scores to Learning Time Scores, **Research Memorandum by John A. Cox, Lynn M. Boren, and Robert O. Wood, Jr., June 1964.** **AD-601 943** I

This report describes a method of converting proficiency scores to learning time scores for use in evaluating alternate types of training devices using differences in learning times as the basis for comparison. It also recounts an empirical application of the conversion technique, and demonstrates the failure of the process to show valid prediction of learning time because of differences in the training methods used.

Functional and Appearance Fidelity of Training Devices for Fixed-Procedures Tasks, **Technical Report 65-4, by John A. Cox, Robert O. Wood, Jr., Lynn M. Boren, and H. Walter Thorne, June 1965.** **AD-617 767**

Twelve training devices of reduced fidelity were prepared. Several five-man groups were trained using each device, and then each man was given a proficiency test. Intelligence of trainees, teaching method, and instructor effects were statistically controlled. No significant differences in proficiency or length of training time were found to be associated with the training device used, regardless of degree of functional or appearance fidelity. As a field test under more realistic Army conditions, with military instructors and soldiers chosen at random, a low fidelity device was used to train one group while another group was instructed with high fidelity equipment. A comparison of proficiency levels and training times showed only chance differences between these two groups.

Research By-Products resulting from this research effort are listed in Part III.

ROCOM–Division No. 4 (Infantry)

Sub-Unit

Development of Methods and Techniques for Improving the Output of ROTC

"The Development of a Basis for a Common Core Curriculum," by Theodore R. Powers, paper for American Psychological Association convention, Chicago, September 1965.

It was determined by a survey of General Military Science (GMS) course graduates that these junior officers are assigned many different types of duties, all showing a relatively low frequency of occurrence. The extensive range of assignments precluded the possibility of using any type of classical job analysis to identify knowledges and skills for a particular job. In partial fulfillment of the ultimate goal of determining training objectives for the GMS curriculum of the Army ROTC program, a method was developed to identify common knowledge and skill areas of various jobs that could be included under seven essential training dimensions. These common knowledge and skill areas were assigned a numerical rating based on frequency of appearance in job analysis literature and also frequency of assignment for ROTC graduates. Those areas having a high rating, and determined to be appropriate for ROTC instruction, will be expanded and clarified as a means of developing training objectives for the ROTC program. This detailed set of duty-oriented training objectives could then be used as a basis for curriculum development.

***An Analysis of Initial Active Duty Assignments of Army ROTC Graduates,* Technical Report 66-16, by Joseph W. Scott, Theodore R. Powers, and Paul Sucansky, 38 pp., October 1966.** I

AD-801 363L

To determine the nature and range of initial duty assignments of Army ROTC graduates, an analysis was conducted of Items 1 through 14 of the Officer Efficiency Report (DA Form 67-5) of 1,898 junior officers serving in 10 different branches. At least 520 different principal duties were identified that may be assigned to junior officers, although no one duty appeared in the total sample more than 12% of the time. Seven essential training dimensions were designated under which some 83% of the principal duties identified could be grouped.

"The Foundations for Leader Training," by Theodore R. Powers, paper for symposium at 12th Annual Army Human Factors Research and Development Conference, Fort Benning, Ga., October 1966; included in *Individual and Small-Unit Training for Combat Operations,* Professional Paper 21-67, May 1967.

"Infantry Platoon Leaders: A Changing Picture of Leadership," by COL Arthur J. DeLuca (USA, Ret.), *Infantry,* vol. 57, no. 5 September-October 1967.

***Training Requirements for the General Military Science Curriculum of the Army ROTC Program,* Technical Report 67-16, by Theodore R. Powers, Harry Kotses, and Arthur J. DeLuca, 60 pp., December 1967.** I

AD-665 034

As part of research toward improving the effectiveness of Army ROTC training, training requirements were developed that could be used as a basis for revising the Army ROTC general military science (GMS) curriculum. On the basis of an earlier study analyzing initial duty assignments of Army ROTC graduates, the generalized instruction areas that would be appropriate for the largest number of graduates were identified, and statements of training requirements were developed. Two appendices are included, which present (a) specific knowledge and skill areas within ranked descriptive dimensions, and (b) duty-oriented training requirements for the Army ROTC GMS curriculum.

Research By-Products resulting from this research effort are listed in Part III.

ROTOR—Division No. 6 (Aviation)
Design of Rotary Wing Training Devices

"A Review of the Analysis of Visual Discriminations in Helicopter Control," by J.R. Thielges and W.G. Matheny, paper for annual meeting of Southwestern Psychological Association, Arlington, Tex., April 1966 (Subcontractor: Life Sciences, Inc.); issued as Professional Paper 4-66, June 1966. **AD-636 579**

As part of the research on rotary wing training devices, an analysis was conducted of the necessary and sufficient cues for maintaining vehicle stability in pitch, roll, yaw, altitude, range, and latitude, and a model was developed that expresses the relation between the cue sources and the information they provide about stability in flight. This paper discusses that part of the analysis that deals with the cue structure of the pilot's visual environment and the development of the model.

SAMOFF—Division No. 5 (Air Defense)

Sub-Unit

Systematic Analysis of Training Requirements and Procedures for Surface-to-Air Missile Battery Officers

"Job Requirements of NIKE AJAX Battery Officers," by William F. Brown, Charles L. Darby, and Charles D. Smith, paper for annual meeting of Southwestern Psychological Association, Spring 1958.

Survey of Opinions of Graduates of the Surface-to-Air Missile Officer Basic Course, Staff Memorandum by Charles L. Darby, John L. Morse, and William F. Brown, August 1958. I

AD-487 524

The Effect of Intercession and Altruistic Appeals Upon Questionnaire Return Rates, Staff Memorandum by Charles L. Darby, Ronald A. Gardner, and William F. Brown, January 1959. I

AD-487 768L

The Development of Job Descriptions for NIKE AJAX Battery Officers, Technical Report 54, by Charles L. Darby, William F. Brown, Charles D. Smith, and Walter J. Fightmaster, April 1959. I

PB-143565 AD-216 118

This study is the first stage of a research project designed to determine the level of skill and knowledge required of officers assigned to Nike-Ajax batteries, so that courses of instruction can be scientifically devised to train officers for maximum effectiveness. Job descriptions were developed for the positions of Battery Commander, Battery Executive Officer, Integrated Fire Control Platoon Leader, and Launcher Platoon Leader. Information was obtained from experienced battery officers, based on the job descriptions, through checklist responses indicating the training needs associated with selected activities. The activities judged most important for all four officer positions were: serving as battery control officer, insuring equipment readiness, and training and evaluating operators.

"The Advent of the Kylcystics," by C.D. Smith, *J. Amer. Soc. Train. Directors*, May 1959.

Weighted Scores, Ranks, and C-Scale Scores for Evaluated Activities of Job Descriptions of NIKE AJAX Battery Officers, Research Memorandum by Charles L. Darby, William F. Brown, and John L. Morse, June 1959. I

AD-488 600L

"Proficiency Testing: A Tool for Training Management," by Robert G. Smith, Jr., *Armed Forces Mgmt*, vol. 5, no. 12, September 1959.

"Research on Air Defense Missile Officers," by J.C. Rupe, paper for symposium at annual meeting of Southwestern Psychological Association, Spring 1960.

The Revision of NIKE Platoon Leader Job Descriptions: AJAX to HERCULES, Technical Report 62, by Edgar M. Haverland and Walter J. Fightmaster, May 1960. I

PB-148064 AD-237 679

This report describes the sources of information and procedures used to revise the job descriptions of the Nike-Ajax integrated fire control platoon leader and launching platoon leader positions to make them applicable to Nike-Hercules platoon leader jobs. It outlines the methods found generally useful for revising and developing job descriptions to keep them up to date, and recommends their use by training agencies. The Hercules fire control and launching platoon leader job descriptions developed in this study are included in the appendix to the report.

Measurement of the Job Proficiency of Nike Ajax Platoon Leaders, Technical Report 66, by John L. Morse, William F. Brown, Robert G. Smith, Jr., and Walter J. Fightmaster, October 1960 (For Official Use Only). II

AD-246 769

The SAMOFF Proficiency Test was developed to provide standardized testing materials and procedures to assess the proficiency of Nike-Ajax platoon leaders.

The test, which consists of eight stations with both performance and written items, was administered experimentally to students about to graduate from the Surface-to-Air Missile Officer Basic Course and to unit-experienced Nike-Ajax platoon leaders. The test was judged to be suitable for administration by Army personnel to identify areas in job performance that require more training. (U)

"Officer Training Research and Its Implications for Executive Training," by Edgar M. Haverland, paper read at Symposium on the Implications of Military Training Research for Industry, meeting of APA, 1961.

"The Subject-Matter Expert and the Programmer," by Edgar M. Haverland, paper read at meeting of Texas Psychological Association, December 1961.

"How Much Technical Knowledge Does a Military Officer Need?" by Edgar M. Haverland, paper read at meeting of SWPA, 1962. IV

"Description of Supervisory Jobs," by Harry L. Ammerman, paper read at meeting of MPA, 1963. III

"Job Objectives and Motivation," by Edgar M. Haverland, paper read at meeting of SWPA, 1963. IV

***Manual of Procedures for Deriving Training Objectives for Junior Officers*, prototype manual (revised) by Harry L. Ammerman, November 1964.** III AD-634 510

***A Model of Junior Officer Jobs for Use in Developing Task Inventories*, Technical Report 65-10, by Harry L. Ammerman, November 1965.** III AD-624 048

A job description procedure was developed for use by Army service schools in identifying all of the tasks performed by junior officers in a job assignment. This procedure was based on a model of officer job behavior, illustrating the nature and sequence of tasks performed to attain specific goals within each area of responsibility. The behavior model was itself developed from considerations of existing job descriptions, the nature of job information typically provided by interviews with officers, and an information-processing view of purposive behavior. Application of the description technique to one officer job yielded 816 tasks covering troop leadership and unit management, as well as tactical and technical functions. General statements of work were effectively broken into task-level statements of job activities. The technique should provide a practical means for describing most supervisory and command jobs characterized by a high proportion of variable, nonroutine, and covert activities.

***Performance Aids for Junior Officers*, Technical Report 65-11, by Harry L. Ammerman, December 1965.** III AD-629 304

This study summarizes the comments and suggestions of 57 air defense battery officers concerning the types of managerial aids that would be useful for junior officer performance and learning. Based on discussions, a suggested format for a handbook was developed covering what the inexperienced unit officer needs most to know about operational and system checks of electronic equipment. Suggestions about the nature and content of desired aids should be applicable in many other junior officer managerial job situations.

***Development of Procedures for Deriving Training Objectives for Junior Officer Jobs*, Technical Report 66-3, by Harry L. Ammerman, May 1966.** III AD-633 167

Research was undertaken to develop a systematic method that could be used by service school personnel to prepare job-oriented training objectives for junior officers, primarily in the form of behavioral statements of student performance expected after training. The procedures developed are divided into four phases: A–Listing of all tasks for a job; B–Selecting tasks for some formal training; C–Identifying the training emphasis needed in the selected tasks; D–Specifying the knowledges and skills necessary for the selected training aspects. The procedures included administration of experimental questionaires, both by personal interview and by mail, reviews of pertinent directives and publications, and visits to field units. As the procedures were developed, they were tried out on a sample officer job (Nike-Hercules Fire Control Platoon Leader). In the trial application, a task inventory of 452 items provided the basis for choosing, by use of definite selection rules, 101 job activities (22%) for some formal schooling; of 160 training objectives stated for these activities, 46 were performance-type objectives for which detailed activity descriptions were required. It is believed that use of these procedures by service school personnel to prepare junior officer training objectives is feasible, and that these procedures provide a method for deriving behavioral statements of relevant and essential objectives.

***Development of Technical Training Materials for Nike Hercules Junior Officers,* Technical Report 66-6, by Edgar M. Haverland, June 1966.** IV
AD-634 301

The checks and procedures necessary to determine whether the major functions of the Nike-Hercules fire control system could be satisfactorily accomplished were chosen, and programed instructional materials were written to teach junior officers the relevant technical information. Evaluation of these materials indicated (a) that they taught a substantial amount of technical information additional to that taught in the Officer Basic Course (44-A-C20) at the U.S. Army Air Defense School, and (b) that more technical information was learned from the SAMOFF IV programed instruction than was learned from directed study of existing Army reference material.

Research By-Products resulting from this research effort are listed in Part III.

SCALO—Motivation, Morale, and Leadership Division **Sub-Unit**

A Further Study of Linear Segments Technique of Scalogram Analysis Including the Problem of Reliability

"Linear Segments: A Technique for Scalogram Analysis," by Eric Marder, *Public Opinion Quart.*, vol. 16, Fall 1952 (Subcontractor: International Public Opinion Research, Inc.).

SCOPE—Division No. 1 (System Operations)

Survey of the Educational and Training Programs of the AA and GM Branch, the Artillery School, Ft. Bliss, Texas

***Survey of the Educational Program of The Artillery School, Antiaircraft and Guided Missiles Branch, Fort Bliss, Texas,* Special Report 1, December 1952.** **PB-156350 AD-2 314**

Experts in vocational education, tests and measurements, and teaching methods surveyed the Artillery School to evaluate and suggest improvements in (a) methods of instruction, training devices, and use of auditory and visual aids; (b) organization of course content for instruction and practice; and (c) methods of determining student progress and proficiency. Another objective was to identify problems that might be the subject of experimental research. Detailed recommendations were presented in connection with the various departments of the school, its organization, the grading and evaluation system, and the student body.

SHOCKACTION—Division No. 2 (Armor) Sub-Unit
Evaluation and Improvement of Individual Training for Tank Crewmen

"Who Will Command Our Tanks?" by Robert A. Baker, *Armor*, vol. LXVI, no. 3, May-June 1957. I

***The Determination of Job Requirements for Tank Crew Members*, Technical Report 47, by Robert A. Baker, May 1958.** PB-134629 AD-202 155 I

As a first step in improving tank crew proficiency, a study was made of what each member of a tank crew needs to know in order to do his job. Training literature and crew activities were studied, and experienced officers were consulted. Lists of job requirements covering the duties and skills for the four crew positions (tank commander, gunner, driver, loader) were established. The lists are being used in the construction of an experimental armor replacement training program and are potentially useful in various aspects of training and performance evaluation.

***An Evaluation of the On-the-Job Proficiency of Trained Tank Crewmen*, Special Report 14, by Robert A. Baker, Eugene F. MacCaslin, Kenneth H. Kurtz, and Donald J. Baerman, June 1958.** PB-135 143 AD-200 849 IV

This study sought to determine (a) the armor knowledge and operational skill of trained, experienced tank crewmen and (b) the existing degree of crew interchangeability (i.e., how well crew members can serve in other crew positions as well as their own). Knowledge and performance tests on the essential armor skills (given to 256 TOE tank crewmen) showed that individual proficiency levels are low; job activity records showed that little time is given to training in TOE units. Paper-and-pencil tests on the four crew jobs (given to 715 TOE crewmen) showed that crew members tend to specialize rather than to be interchangeable.

***The Achievement of Active-Duty and Reserve Tank Crewmen in Areas of Essential Armor Knowledge*, Special Report 15, by Robert A. Baker, November 1958 (For Official Use Only).** AD-210 506 III

The purpose of this study was to determine (a) the level of fundamental armor skills of tank crew enlisted personnel in active-duty units, and (b) the status of armor training in the National Guard and the U.S. Army Reserve. The Armor Proficiency Test, a 198-item paper-and-pencil test, was administered to more than 5,000 armor personnel at five levels of training and experience: (a) armor personnel with no armor training, (b) armor personnel with eight weeks of Advanced Individual Armor Training, (c) tank crew personnel in TOE armor organizations within the continental United States, (d) tank crew personnel maintained at "combat-ready" status in Europe, and (e) tank crew personnel from National Guard and U.S. Army Reserve armor units. Information was obtained on aptitude, crew assignment, enlisted rank, previous training and experience in armor, and combat experience of the individuals tested. In addition, information was obtained from the unit commander or Army advisor, or both, at each of the reserve units on strength and training status and problems. (U)

***The Effects of Increasing and Decreasing Training Time on Proficiency in the Critical Armor Skills*, Technical Report 55, by Robert A. Baker, Boyd L. Mathers, and Eugene G. Roach, June 1959.** PB-142051 AD-218 272 V

As a basic step toward increasing efficiency in armor training, this study was conducted primarily to determine how the proficiency of the typical armor trainee varies, in the most important skill areas, with the amount of instruction time. Secondary purposes were (a) to identify skills not easily mastered with increased practice alone, and (b) to determine the effect of aptitude on learning these skills. Twenty subjects and skills were selected by armor training personnel as the most important subjects covered in the AIT phase of ATP 17-201. Comparable groups

SHOCKACTION (Cont.)

Sub-Unit

(20 per group) received training for the standard period or for half, twice, or three times the standard period in the selected subject matter, and were tested after completing each instruction unit. Results were compared by training time and by aptitude level, and the most difficult skills were identified. Recommendations for developing improved training methods are discussed.

"Tank Commander Training in the Reserve Components," by Robert A. Baker, *Armor*, vol. LXVIII, no. 4, July-August 1959. **III**

***An Improved Advanced Individual Training Program for Armor*, Technical Report 59, by Eugene F. MacCaslin, Arnold B. Woodruff, and Robert A. Baker, December 1959.** **VI**

PB-145 134 AD-230 320

As the final phase in research on tank crew proficiency, an experimental Armor AIT program was developed to improve training for the jobs of tank driver, loader, and gunner. Performance of a company trained by the six-week experimental program was compared with performance of a control company just completing the standard eight-week AIT program. The experimental company performed better than the control company in 11 of 21 skill areas tested, including the more complex gunnery skills essential in combat, and scored comparably in 7 skill areas. Adoption of the experimental program was recommended as requiring less time and training cost, without lessening proficiency in essential armor crew skills. The principles and techniques used in the training program for improving instruction were recommended for use, where appropriate, in other Army training programs.

***The Tank Commander's Guide* (3d edition), by William L. Warnick, LTC John G. Cook, USA Ret., and Robert A. Baker (eds.), The Stackpole Company, Harrisburg, Pa., September 1963.** **I**

Research By-Products resulting from this research effort are listed in Part III.

SKYFIRE–Division No. 5 (Air Defense) (Ongoing) Sub-Unit

Training Methods for Forward Area Air Defense Weapons

I

Studies on Training Ground Observers to Estimate Range to Aerial Targets, **Technical Report 68-5, by Michael R. McCluskey, A.D. Wright, and E.W. Frederickson, 58 pp., May 1968.** **AD-669 963**

Six pilot studies were conducted to determine the effects of training on range estimation performance for aerial targets, and to identify some of the relevant variables. Observers were trained to estimate ranges of 350, 400, 800, 1,500, or 2,500 meters. Several variations of range estimation training methods were studied, including immediate knowledge of results after making an estimation, "paired associate" presentation of observed aircraft position with actual range information, and the use of an occluding object as a range estimation aid. Two variables that tended to influence performance were aircraft elevation and incoming-outgoing directions of flight.

Research By-Products resulting from this research effort are listed in Part III.

SOJOURN–Division No. 7 (Language and Area Training) (Ongoing)

Overseas Military Posts and Communities

"Some Guide to Interpretation of School Enrollment Figures Among Americans Overseas in the 1960 Census," by Harley M. Upchurch, paper for annual meeting of American Statistical Association, Washington, December 1967; issued as Professional Paper 8-68, 12 pp., March 1968. **AD-667 822**

Written from the point of view of a user of U.S. census data, this paper deals with interpreting and analyzing the data provided on overseas school enrollments, as well as the collection and processing functions. It is suggested that educational characteristics of children overseas be given special emphasis in future enumerations.

SPANOCON—Division No. 2 (Armor)

Sub-Unit

Human Factors Influencing Span of Control Within Military Organizations

SPANOCON: Span of Control, 2. Effect on Reliability of Free and Forced Distributions in Rating, **Research Memorandum by Dennis Cannon and Howard C. Olson, August 1961; paper read at meeting of APA, 1961.** II **AD-488 615L**

In evaluating performance with a rating scale, it was questioned whether forcing the distribution of responses would affect the reliability of the responses. Seventy-nine subjects responded to 51 situational leadership problems on two tests. Three raters independently scaled the 79 subjects' responses to each problem, using a five-point scale, first rating without regard to the ultimate distribution of responses, and then forcing the distribution into an essentially normal, symmetrical shape. Reliabilities estimated by intraclass correlation ranged from .72 to .88. There were no significant differences between the reliabilities resulting from the free distribution and the forced distribution ratings.

SPANOCON: Span of Control, 1. Development of a Knowledge-Free Span of Control Test, **Research Memorandum by Alfred A. Longano, L. Dennis Cannon, and Howard C. Olson, May 1962.** II **AD-488 614L**

The report describes the Knowledge-Free Span of Control Test (K-F Test), which was designed to increase knowledge of four functions of span of control in a setting in which specific knowledge will have a minimal effect on test performance. The particular functions tested were span of attention, memory, planning, and judgments. Test apparatus is described and illustrated. Appendices show construction and operation of test, test manual, and test items.

SPECIAL—Director's Office[1]

Training in Special Warfare, Counter-Insurgency and Related Missions

Unconventional Warfare: An Annotated Bibliography of Paperback Books, **Research Memorandum by Franklin Mark Osanka, August 1962.** **AD-295 022**

A Bibliography on the Role of Air Power in Guerrilla and Counterguerrilla Operations, **Research Memorandum by Franklin Mark Osanka, November 1962.** **AD-295 020**

Counterinsurgency Training: A Selected Subject Bibliography, **Research Memorandum by Franklin Mark Osanka, November 1962.** **AD-295 021**

Guerrilla Warfare Readings, **Research Memorandum, Franklin Mark Osanka (ed.), December 1962.** **AD-808 822**

---

[1] **Related research is reported under Work Units CIVIC and AREA.**

Development of Effective Training Across All Aptitude Levels

Differential Approaches to Training, **Professional Paper 47-67, by John E. Taylor and Wayne L. Fox, 12 pp., November 1967; based on paper for NATO Conference on Manpower Research in the Defense Context, London, England, August 1967; and on paper, "Adaptation of Training to Individual Differences," for symposium at American Psychological Association convention, Washington, September 1967.** **AD-665 056**

Training tasks of varied complexity were presented under laboratory conditions to newly inducted Army basic trainees who were divided into three groups–high, middle, and low–on the basis of their Armed Forces Qualification Test (AFQT) scores. Learning performance was found to be directly and highly related to aptitude level. In some tasks, group differences were in rate of learning only; in others, the groups differed in rate and in final levels of performance. Individual performance was highly consistent across tasks. Performance was found to be related to training method for both high and low aptitude groups. The low aptitude trainees did poorly on all tasks, taking an average of two or three times as long to learn as the higher aptitude trainees.

Development of Two Automated Programs for Teaching Military Justice to Men of Various Aptitude Levels, **Technical Report 68-8, by Morris Showel, 32 pp., June 1968.** **AD-673 038** I

In an effort to build programs to teach cognitive-type material to men of widely differing aptitudes, exploratory work was conducted in Military Justice, one of the more abstract subjects in Basic Combat Training. Objectives were identified and alternative tape and slide training programs developed–one Slow-paced (designed for low-aptitude men), the other Fast-paced (for high-aptitude men). The programs differed most in speed of presentation and amount of repetition. One group of trainees attended the Slow program, and a comparable group, the Fast program; both groups were made up of trainees with a similar distribution of AFQT scores. Both groups were tested immediately after the class to measure recall and again four weeks later for retention. A comparable group of trainees was tested before attending any Military Justice classes to measure entry-level knowledge. Men at all levels of aptitude learned from the programs and tended to remember what they had learned. The programs did not have differential effectiveness for men of different aptitudes. Whatever their aptitude, the trainees who took the Fast program were more favorable to it than trainees who took the Slow program were toward it.

SPUR—Division No. 5 (Air Defense)

Studies of Motivation in Technical Training

***The Effects of Group Competition Upon Student Performance*, Technical Report 68-7, by Albert L. Kubala and Harold E. Christensen, 44 pp., June 1968.** I

In a study to determine whether group competition is effective in improving motivation in technical training, two experimental classes were divided into four groups each, equal in size and mean aptitude. Each group competed with each of the other groups during successive two-week intervals. The winner in each pairing was the group that failed the smallest percentage of regularly scheduled school examinations during the period. Low-cost and recognition-type rewards were presented to members of winning groups. Peer ratings and an attitude questionnaire were administered before the first examination, and again after four weeks. The peer rating on desire to succeed and the questionnaire, both presumably measuring motivation, seemed to be valid predictors of success. Group competition did appear to be an effective means of improving academic performance of the lower aptitude men. The competition grouping was found to influence friendship choices on the peer ratings.

SQUADTRAIN—Division No. 4 (Infantry)

Sub-Unit

Use of the Rifle Squad Field Problem for the Evaluation and Improvement of the Tactical Training of the Infantry Rifle Squad

***Tactical Training of the Infantry Rifle Squad*, Technical Report 18, by M. Dean Havron, William A. Gorham, Peter G. Nordlie, and Ralph G. Bradford, June 1955 (Subcontractor: Psychological Research Associates).** **AD-88 573**

This study was designed to develop training methods to improve the effectiveness of rifle squads. A new squad-training program was developed by combining elements from four experimental methods. As tested by combat readiness performance test scores, this method was superior to standard squad-training methods.

STALK—Division No. 2 (Armor)

The Time Required to Achieve a Hit With the Main Armament of Several U.S. Tanks in Their Present State of Development

***Studies Made by Human Research Unit Nr 1 During Project STALK: III. Selection and Training of Stereoscopic Range Finder Operators (U)*, Staff Memorandum by Norman Willard, Jr., February 1957 (CONFIDENTIAL).** III

***Studies Made by Human Research Unit Nr 1, CONARC During Project STALK: Part I—Results of Interviews With the STALK Crew Members (U)*, Special Report 8, by Andrew J. Eckles III, Melvin A. Schmitz, and Norman Willard, Jr., June 1957 (CONFIDENTIAL).** **AD-134 519** I

As part of Project STALK, conducted jointly by the Ballistics Research Laboratory and Office, Chief of Army Field Forces, in 1953, the Armor Human Research Unit measured crew preferences and attitudes toward the different tanks and equipment used in the project. The 140 crew members (25 five-man crews, with alternates) were interviewed with regard to such factors as advantages and disadvantages of operating the various tank models, vision characteristics, comfort and safety, range finder operations, and job load. (U)

STAR–Division No. 5 (Air Defense) (Ongoing) Sub-Unit
Aircraft Recognition Training

A Classroom Method of Training Aircraft Recognition, **Technical Report 68-1, by Paul G. Whitmore, John A. Cox, and Don J. Friel, 36 pp., January 1968.** **AD-666 093** I

A prototype classroom training program was developed to train observers to recognize 16 jet fighter/attack aircraft to a criterion performance level of 95% correct recognition at five-second exposures. Previously developed experimental 35mm color slides were used for training. The training method placed emphasis on recognition feature learning, discrimination learning by means of similarity groupings of aircraft and simultaneous paired comparisons, cumulative practice and review, periodic testing, and remedial training. The 95% level was reached during the 16th 50-minute session, an average of one aircraft per session. On a transfer test using degraded images the class averaged 61%—three times higher than a traditionally trained class in a previous pilot study. Most of this gain, however, may be due to increased training time. There was a substantial correlation between the transfer test and achievement, indicating that the recognition skill acquired during training would transfer to some other image condition. There are suggestions for improvement of the prototype program.

Research By-Products resulting from this research effort are listed in Part III.

STINTRAC–Division No. 1 (System Operations)
Training of Scientific and Technical Information System Personnel

***Projected Manpower Needs, and Projected Training Requirements for Operators and Users of Future STINFO Systems*, Technical Report 66-7, by C. Dennis Fink, Herbert B. Leedy, and John F. Hayes, June 1966.** **AD-635 132**

Training problems which might arise due to establishment of new Department of the Army Scientific and Technical Information (DA STINFO) systems were examined with respect to projected manpower requirements, personnel supply, and training requirements. It was concluded that (a) future needs for system designers can be met through the use of contractor and senior DA STINFO personnel; (b) future needs for administrators and operators of STINFO centers and systems will not be great, provided that the DA can retain those persons now in the DA STINFO system; (c) training of STINFO system administrators and operators can be improved, and suggestions were made regarding the use of handbooks, job aids, and monthly publications; (d) training of administrators and operators for new STINFO systems should await the development of fairly precise specifications for these systems; and (e) the need to train and/or familiarize "users" of STINFO systems is a crucial problem which needs immediate attention. User training procedures and materials, to include the development of user handbooks and job aids, are discussed.

STIR—Motivation, Morale, and Leadership Division Sub-Unit
A Study of Factors Contributing to Delinquency in the Army

"Situation and Personal Variables in AWOL Behavior," by Hobart G. Osburn, paper for American Psychological Association convention, Cleveland, Ohio, September 1953.
See Technical Report 5.

***A Preliminary Investigation of Delinquency in the Army*, Technical Report 5, by Hobart G. Osburn, Charles Brown, Janice Chreitzberg, Wayne Hield, Edward Seidel, and Donald Watson, 161 pp., April 1954.** **AD-29 029**

A general survey was made of the many possible factors influencing delinquency (especially AWOL) in the military service. Delinquency was found to be more highly related to background and personal characteristics than to specific Army situations, although some Army situations appear to be related to soldiers' delinquent behavior.

STRANGER—Division No. 3 (Recruit Training) (Ongoing)
Long-Term Memory of Motor Skills

***Retention of Military Skills Acquired in Basic Combat Training*, Technical Report 67-13, by Robert D. McDonald, 15 pp., December 1967.** **AD-663 785** I

Performance data were collected in the three general Basic Combat Training proficiency areas (rifle marksmanship, physical combat fitness, end-of-cycle tests) from independent groups of soldiers (60 per group) during BCT, during Advanced Individual Training (AIT) and Combat Support Training (CST), and for permanent-party personnel in the Army six to 12 months. These data were collected at three U.S. Army Training Centers under comparable conditions. Results on the three areas tested indicated a general performance decrement over the one-year period sampled. While these performance decrements were statistically significant, the percentage decrements from the BCT level were relatively small and their practical significance is open to question.

SWINGSHIFT—Division No. 3 (Recruit Training)[1]

Sub-Unit

Techniques and Training Methods for Improving Individual and Squad Infantry Performance in Operations During Limited Visibility

§"Salvage the Blind Warrior," by COL Henry E. Kelly, USA Ret., *Infantry*, vol. 50, no. 2, February-March 1960.

§*A Provisional Core Curriculum for Infantry Night Operations Training: Conceptualization and Proposed Content*, Research Memorandum by Gilbert L. Neal, December 1960. AD-265 399 I

§*Review and Discussion of Tentative Operating Characteristics and Employment of Ground Surveillance Radar Authorized in the Infantry Battle Group (July 1959)*, Research Memorandum (revised) by Gilbert L. Neal, April 1960 (For Official Use Only). AD-800 023L

Moonlight and Night Visibility, Research Memorandum by Thomas F. Nichols and Theodore R. Powers, January 1964. AD-438 001

A summary and discussion of published data and information relevant to visibility under low levels of natural illumination is presented. Those changes that occur in the nature and intensity of light between sunset and sunrise are described and related to the visibility of objects of military significance. Six field studies of night target detection are reviewed and assessed as to comprehensiveness in terms of a set of factors that affect visual perception. Procedures for the preparation of moon diagrams and charts that provide comprehensive information on the potential availability of moonlight are described.

---

[1] This Work Unit was initiated at Division No. 4 (Infantry). The symbol § indicates an item prepared at Division No. 4.

TANKER–Division No. 2 (Armor) Sub-Unit

Improved Methods for Training Tank Commanders

Improving Tactical Training for Tank Commanders: Test Development and Performance Assessment, Technical Report 82, by Shepard Schwartz and Arthur Floyd, Jr., March 1963.
AD-402 802

A test evaluating the tactical performance of tank commanders was developed and two forms were administered to 41 TCs. Subjects were scored on preparation for the mission, navigation, target detection, fire commands, gunnery, accuracy of reporting, speed of reporting, and use of phonetic alphabet. Performance varied considerably among the areas, and the results suggested where remedial training for TCs might be appropriate. Sufficient gains were made between first and second testing in four areas to suggest that the test might have considerable utility for training.

Research By-Products resulting from this research effort are listed in Part III.

TEXTRUCT–Division No. 5 (Air Defense)

Methods of Instruction in Technical Training

"Preliminary Studies in Automated Teaching," by Robert F. Mager, paper for National IRE Convention, New York, March 1959.

An Annotated Bibliography on the Automation of Instruction, Research Memorandum by Charles L. Darby, July 1959. PB-159959 AD-228 766

"Teaching: Today and Tomorrow," by Robert F. Mager, *IRE Student Quart.*, September 1959.

"Developing New Instructional Techniques," by P.G. Whitmore, paper for symposium at annual meeting of Southwestern Psychological Association, Spring 1960.

An Evaluation of an Experimental Meter Reading Trainer, Research Memorandum by Robert G. Smith, Jr. and Richard R. Ridenour, October 1960. AD-815 861L I

Results of Exploratory Investigations Conducted for the Purpose of Planning a Research Program on Instructional Methods, Research Memorandum, March 1961. AD-253 395 I

Exploratory studies of military training were conducted in order to aid the development of a systematic program for more efficient and less time consuming technical instruction. The studies dealt with group instruction and response, and automated instruction. Developing a systematic research program involved studying training objectives and content, programing and sequencing, and training administration, including appropriate techniques for student motivation and evaluation.

Teaching Machines and Programmed Instruction - Some Factors to Consider in Implementation, Research Memorandum by Robert G. Smith, Jr., August 1961. AD-632 188 II

TEXTRUCT (Cont.)

Sub-Unit

"Deriving and Specifying Instructional Objectives," by P.G. Whitmore, paper for symposium at American Psychological Association convention, September 1961. II

"Military Control - A Frequently Missed Training Opportunity," by Robert G. Smith, Jr., paper for American Psychological Association convention, September 1961.

"A Rational Analysis of the Process of Instruction," by P.G. Whitmore, *IRE Trans. on Educ.*, December 1961. II

"Some Research Needs in Selecting and Training Programmers," by William H. Melching, paper for symposium at meeting of Texas Psychological Association, December 1961.

A Procedural Guide to the Programming of Instruction: Preliminary Report, Research Memorandum by William H. Melching, March 1962. AD-279 569 II

"Research Problems Caused by the Implementation of Programmed Instruction," by Robert G. Smith, Jr., paper for annual meeting of Southwestern Psychological Association, Spring 1962. II

The Text of an Orientation Workshop in Automated Instruction, Consulting Report by William H. Melching, John A. Cox, Jesse C. Rupe, and Robert G. Smith, Jr., July 1962. AD-637 117 II

> A series of orientations on teaching machines and programed instruction was given to military and civilian personnel responsible for making decisions and directing actions to be taken regarding programed instruction. The text gives a comprehensive description of programed instruction and what is involved in developing it, its advantages and problems, useful information for determining its applicability to specific training situations, and general knowledge to assist in realistic evaluations and decisions regarding programed instruction. Appendices list pertinent objectives, terms, tests, and slides.

"Programmed Instruction—Where We Are Today in the Military," by William H. Melching, paper for symposium at meeting of Texas Psychological Association, San Antonio, December 1962.

Studies of Fixed Procedures Training: A Preliminary Test of Self-Instructional Method, Research Memorandum by Paul G. Whitmore, July 1963. AD-420 453

A Handbook for Programmers of Automated Instruction, procedural guide by William H. Melching, Robert G. Smith, Jr., Jesse C. Rupe, and John A. Cox, September 1963. AD-632 558 II

Evaluation of an Auto-Instructional Program on the First Week of a Basic Electronics Course, Research Memorandum (revised) by William H. Melching, Harold E. Christensen, and Albert L. Kubala, March 1964. AD-601 681 II

Research By-Products resulting from this research effort are listed in Part III.

TICK—Psychological Warfare Division
A Study of Communist Motivation

Sub-Unit

Wang Tsun-Ming, Anti-Communist: An Autobiographical Account of Chinese Communist Thought Reform, **Staff Memorandum, November 1954.** **AD-488 598L** II

Koje-do in Complication: An Analysis of the Social and Political Organization of Korean Prisoners of War in UNC POW Camps, 1950-1951 (U), **Staff Memorandum by Kim Sun Ho, Captain, ROKA [revised and edited by William C. Bradbury, Jr.], May 1955 (CONFIDENTIAL).** III

Determinants of Loyalty and Disaffection in Chinese Communist Soldiers During the Korean Hostilities: An Exploratory Study (U), **Special Report 7, by William C. Bradbury and Jeane J. Kirkpatrick, October 1956 (CONFIDENTIAL).** **AD-115 709** I

> A number of Chinese Communist prisoners of war during the Korean conflict were interviewed to obtain detailed information regarding the social and cultural context within which they acted, and data on their personal experiences under the Communists. The 43 men interviewed were selected to provide a wide range of the backgrounds and orientations existing in the PW population. The data were evaluated as to broader applicability. (U)

Methodological Considerations Involved in an Exploratory Study of the Motivations of Soldiers From the Chinese Communist Forces in Korea, **Staff Memorandum by William C. Bradbury, October 1956.** **AD-135 515** I

Motivations of Chinese Communist Soldiers: A Basis for Research in Support of Military Psychological Warfare, **Staff Memorandum by William C. Bradbury, May 1958 (For Official Use Only).** **AD-808 661L** II

The Political Behavior of Korean and Chinese Prisoners of War in the Korean Conflict: A Historical Analysis, **Technical Report 50, by Samuel M. Meyers and William C. Bradbury, August 1958 (For Official Use Only).** **AD-203 606** III

> The behavior and motivation of groups of Chinese and Korean prisoners of war during the Korean conflict were studied to provide a basis for control and utilization of oriental Communist prisoners of war in the event of future hostilities. The report deals primarily with the period from June 1950 to June 1952 and is based on interviews with PWs and key custodial personnel, and various Army and PW documents. The development of PW organization and activities is traced, and their relations to PW behavior and the conflict with the U.N. custodial authority are analyzed. (U)

The Role of Traditional Orientations Toward Social Relations in Chinese Responses to Communist Military-Political Control, **Staff Memorandum by Samuel M. Meyers, November 1958.** **AD-483 127** II

Adjustment of Chinese Soldiers to the Communist Demand for Ideological Participation: An Exploratory Study Based on the CCF in the Korean War, **Staff Memorandum by Jeane J. Kirkpatrick and Pio D. Uliassi, February 1959.** **AD-637 836** II

TRACE—Division No. 1 (System Operations)

Sub-Unit

Development of Improved Electronic Trouble Shooting Procedures and Teaching Methods

Methods and Devices for Teaching Data Flow to Electronics Maintenance Personnel, **Research Memorandum, A. James McKnight (ed.), November 1962.** AD-298 699 I

Pilot studies were conducted on a brief course in general principles of trouble shooting logic for electronics maintenance training. It was found that, after prolonged periods dealing with a particular signal-flow pattern, students tended to concentrate on specific symptom-cause relations rather than on principles. This experience suggested that important general aspects of trouble shooting logic should be covered before training in any particular system, and that prolonged practice on a particular system should be confined to those the man being trained will use. Several signal-flow simulators were developed for training and training research.

TRACK—Division No. 2 (Armor)

The Training Effectiveness of the Track and Suspension Trainer Device

The Training Effectiveness of the Track and Suspension Trainer, Device 29-FA-61, **Information Report by Victor H. Denenberg, January 1954.** AD-488 588L

TRADER—Director's Office[1] Sub-Unit

Developing Guidance for Establishing Requirements and Characteristics of Training Devices

***Application of a Method of Evaluating Training*, Research Memorandum by John A. Cox, November 1962; paper read at meeting of Texas Psychological Association, December 1962.** I
AD-288 251

"Application of a Method of Evaluating Training," by John A. Cox, *J. Appl. Psychol.*, vol. 48, no. 2, April 1964. I

Data were processed with Ward Edwards' formulation of value of training which includes estimates of proficiency level attained, worth of a trained man in dollars, and training costs in dollars. Difficulties which were encountered and techniques of overcoming them are reported. Results of the evaluation, which appear to be realistic, are reported.

TRAINER—Division No. 2 (Armor)

An Evaluation of the Prototype Model of a Tank Hull Trainer

***The Training Effectiveness of a Tank Hull Trainer*, Technical Report 3, by Victor H. Denenberg, February 1954.** **PB-113463 AD-26 012**

Tank Hull Trainer 3-T-3 was used to teach three phases of tank driving and maintenance: (a) Starting and Stopping Procedures, (b) Driver's Instruments and Controls, and (c) Track and Suspension System. A mock-up of the instrument panel and driver's controls was used as a second training aid for the first two lessons. The effectiveness of these aids in comparison with the ATP method was determined by written and performance tests. For the first lesson, the mock-up was better than the hull trainer and almost as good as the ATP method; costwise, the mock-up gave optimum results. For the second lesson, no significant difference was found among the three procedures; again, the mock-up appeared to be the most economical. Trainees acquired more information on track and suspension system from the hull trainer than from working with M47 tanks.

---

[1] **Research under Work Unit TRADER was performed at several HumRRO research divisions; items listed reflect research performed by Division No. 5 (Air Defense).**

TRAINFIRE—Division No. 4 (Infantry) Sub-Unit

Experimental Development of Improved Proficiency Tests and Training Methods for Improving the Effectiveness of Combat Riflemen

The Effect of Personalized Stocks on Rifle Marksmanship, Staff Memorandum by Charles K. I
Ramond, Howard H. McFann, and Seward Smith [April 1954]. AD-479 106L

Target Placement on a Detection Proficiency Course, Staff Memorandum by Charles K. I
Ramond and Charles R. Mighell [June 1954]. AD-489 292

A Comparative Test of Accuracy and Speed of Fire With the Improved Loop Sling, With the I
Combat Rifle Sling, and Without a Sling, interim report by John A. Hammes, Howard H. McFann, and Albert A. Ward, August 1954. AD-489 295

A Comparative Test of Accuracy of Fire With the Loop Sling, the Combat Rifle Sling, the I
Hasty Sling, and Without a Sling, Parts II and III, interim report by John A. Hammes, Howard H. McFann, John E. Taylor, and John O. Cooper, February 1955.

Realistic Targets for the Training and Testing of Combat Riflemen, Staff Memorandum by I
Howard H. McFann, John E. Taylor, Seward Smith, and John A. Hammes, April 1955. AD-489 296

TRAINFIRE I: A New Course in Basic Rifle Marksmanship, Technical Report 22, by I
Howard H. McFann, John A. Hammes, and John E. Taylor, October 1955. AD-89 606

> This study was designed (a) to develop a practical basic course of rifle marksmanship instruction which will prepare the soldier to use his rifle effectively in combat and (b) to develop proficiency tests, based upon combat criteria, to measure the adequacy of this training. As measured by the ability to detect combat-type targets, and the ability to hit those targets, once detected, the experimental training course, without increasing training time, better prepares the soldier for effective use of his rifle in combat than does the conventional course.

"The TRAINFIRE Marksmanship Training," by Henry E. Kelly, paper for Tripartite Conference, Fort Benning, Ga., November 1956.

"TRAINFIRE Zero," by LTC Edgar S. Sanders, *Amer. Rifleman,* vol. 105, no. 1, January 1957.

"More About TRAINFIRE I"—by COL Henry E. Kelly, USA Ret.; Combat Developments I
Office, USAIS; and Weapons Department, USAIS—*Infantry,* vol. 47, no. 2, April 1957.

"From TRAINFIRE I to TRAINFIRE II," by LTC E.S. Sanders, *Army,* vol. 7, no. 10, May 1957.

"Shoot Fast and Straight," by COL Nelson I. Fooks, *Army Info. Dig.,* vol. 12, no. 6, June 1957.

TRAINFIRE II: A New Course in Basic Technique of Fire and Squad Tactics, Technical II
Report 41, by John A. Hammes, Henry E. Kelly, Howard H. McFann, and Joseph S. Ward, July 1957. PB-129411 AD-140 445

> As part of research to improve the effectiveness of combat riflemen, an experimental course in Technique of Fire and Squad Tactical Training was designed and compared with conventional training. Two hundred twenty inductees were trained in two groups, one by the standard program and the other by the experimental course. Comparisons following training were made by means of three proficiency tests: Squad in Day Defense, Squad in Day Attack, and Squad on Day Combat Patrol. In all three areas the experimental program better prepared the rifle squad than did the conventional program.

TRAINFIRE (Cont.)

	Sub-Unit
"Operation TRAINFIRE: A New Idea in Troop Training," by Francis E. Jones, *Armed Forces Mgmt*, vol. 4, no. 11, August 1958.	
Improved Silhouette Targets for Marksmanship Training, Research Memorandum, October 1958. AD-480 147L	
Extension of Research in TRAINFIRE I Basic Rifle Marksmanship Course, Research Memorandum, December 1958. AD-479 630L	I
An Aiming Point Comparison Study, Research Memorandum, July 1959. AD-489 599L	I
TRAINFIRE V: Extension of Research on TRAINFIRE I Rifle Marksmanship Course (Subsequent to Technical Report 22, October 1955), Research Memorandum, November 1959. AD-479 631L	V
"The Last Few Yards," by COL Henry E. Kelly [USA Ret.], *Infantry*, vol. 50, no. 3, April-May 1960.	II
"Terrain Searching," by COL Henry E. Kelly, USA Ret., *Infantry*, vol. 50, no. 6, October-November 1960.	I
"What's Wrong With the Squat?" by COL Henry E. Kelly [USA Ret.], *Army*, vol. 12, no. 1, August 1961.	I
"Defending Those Wide Gaps," by COL Henry E. Kelly [USA Ret.], *Army*, vol. 12, no. 2, September 1961.	II
"Assembly Areas," by COL Henry E. Kelly [USA Ret.], *Army*, vol. 12, no. 4, November 1961.	II
"Control of Combat Rifle Fire," by COL Henry E. Kelly (USA, Ret.), *Infantry*, vol. 57, no. 4, July-August 1967.	II

TRANSITION–Division No. 3 (Recruit Training) **Sub-Unit**

Research on Factors of Civilian-Military Transition of Army Recruits

***A Follow-up Study of the Performance of Army Recruits in Their First Tour*, Professional Paper 10-68, by John S. Caylor and Howard H. McFann, 12 pp., April 1968; based on a briefing to Deputy Chief of Staff for Personnel, Department of the Army, and to Deputy Chief of Staff for Personnel, U.S. Continental Army Command, October 1967.** **AD-668 844**

A follow-up study was conducted on the first-tour performance of 8,000 Army recruits who had been intensively studied in Basic Combat Training at Fort Ord, California in 1961. Performance was measured by data from Army administrative records: (a) *in*eligibility to reenlist; (b) a composite score reflecting terminal pay grade, and bonus and penalty points for other recorded factors. For both volunteers and draftees, satisfactory first-tour performance was reliably and positively related to age, education, GT Aptitude Area, BCT proficiency test performance, and evaluation by fellow trainees in the BCT platoon. Men low on these variables were two to three times as likely to be ineligible to reenlist. This study concludes that (a) it is the older, better-educated, higher-aptitude men—categories whose early response to the Army is least favorable—whose service is evaluated most highly by the Army during their typical single tour of duty; and (b) standard Army administrative data could be used effectively to predict or evaluate how changes in recruit selection and training affect first-tour performance.

TREBLE–Psychological Warfare Division

Exploratory Survey of Music as Used in Propaganda

***Communist Vulnerabilities to the Use of Music in Psychological Warfare* [U], Technical Report 4, by James S. Young, March 1954 (CONFIDENTIAL), with *Catalogue of Music Recordings for Propaganda Broadcasts to Selected Communist Countries* [U] and *Instruction Manual* [U] (both CONFIDENTIAL).** **AD-27 082**

The major areas of vulnerability in target countries to the use of music in psychological warfare were studied, and compositions most appropriate for exploiting those vulnerabilities were selected. This report analyzes the music situation in target countries, estimates vulnerabilities, and suggests ways for exploiting those vulnerabilities. A catalog of music recordings appropriate for use in psychological warfare broadcasts was developed. (U)

TRIGGER—Division No. 2 (Armor)

Monitoring an M1 Training Program Designed to Reduce Flinching

***The Relationship Between 1000" Range and Known-Distance Range Rifle Scores*, Research Memorandum 3, by Frank J. McGuigan, December 1953.** PB-132412 AD-23 851

Statistics obtained from a study of performance of basic trainees on the rifle range showed that scores on the 1000" and the known-distance rifle ranges correlate significantly for slow fire, sustained fire, and total scores. However, individual known-distance performance cannot be accurately predicted on the basis of 1000" range scores, nor can the 1000" range be substituted for the known-distance range as a measure of proficiency.

***Evaluation of a Special Live-Firing Trigger-Squeeze Exercise*, Technical Report 6, by Victor H. Denenberg and F.J. McGuigan, May 1954.** PB-114201 AD-32 656

This study evaluated a special trigger-squeeze exercise developed at Fort Dix as a means of improving M1 rifle performance by eliminating or reducing "flinch." The procedure included extra rounds fired by the trainee during the exercise and the help of specially trained coaches, as well as the anti-flinch trigger-squeeze exercise itself. With each of these variables controlled, the analysis of the findings indicated that the trigger-squeeze exercise did not improve performance.

TV—Division No. 1 (System Operations)

Evaluation of Television in Army Training

"Future Trends in Television Teaching and Research," by Joseph H. Kanner, paper read at Symposium, meeting of APA, 1954.

"Present Status of Signal Corps Television Research," by Richard P. Runyon and Joseph H. Kanner, paper read at Symposium, meeting of APA, 1954.

"Procedures for Improving Television Instructions," by Otello L. Desiderato, Joseph H. Kanner, and Richard P. Runyon, paper read at Symposium, meeting of APA, 1954.

***Television in Army Training: Evaluation of Television in Army Basic Training*, Technical Report 14, by Joseph H. Kanner, Richard P. Runyon, and Otello Desiderato, November 1954.** I

PB-116695 AD-57 971

This study undertook to measure the comparative teaching effectiveness of television instruction and the Army's regular instruction for representative portions of basic training. The relative teaching effectiveness of kinescope recordings and of regular instruction were also compared. The experimental design permitted separate analysis of the effects of these methods for high- and low-aptitude trainees. Results of the study indicate that (should conditions require) instruction of the types used in this study could be presented by television with the strong assurance that there would be no loss in learning effectiveness.

UNIFECT—Division No. 4 (Infantry) (Ongoing) Sub-Unit

Procedures for Increasing the Effectiveness of Small Infantry-Type Units

Some Determinants of Small-Group Effectiveness, Research Memorandum (revised) by Clay E. George, October 1962. AD-624 204

Pilot Studies of Team Effectiveness, Research Memorandum by Clay E. George, George R. Hoak, and John Boutwell, February 1963. AD-627 214 I

"Verbal Coordination and Performance in Small Military Teams," by Adie V. McRae, paper for American Psychological Association convention, Los Angeles, September 1964. I

"Structures, Training Procedures, and Operations of Small Work Groups," by Clay E. George, paper for meeting of Georgia Psychological Association, Jekyll Island, Ga., February 1965. I

Interaction Content and Team Effectiveness, Technical Report 66-10, by Adie V. McRae, June 1966. AD-637 311 I

> An experiment was performed to study intrateam interaction under controlled conditions. Coordination was a prerequisite for completing a team task and verbal interaction was the sole means of coordination. All such communications were tape-recorded. Communication content was categorized into two major areas related to task demands and to organizational efforts. With time to solve held constant, number of errors correlated negatively with number of communications specifically concerned with effective response to task demands, but did not yield consistent correlations with interaction related to organizational aspects.

"The View [illegible] the Underside—Task Demands and Group Structures," by Clay E. George, paper for symposium at American Psychological Association convention, New York, September 1966; included in *Goal-Directed Leadership: Superordinate to Human Relations?*, Professional Paper 11-67, March 1967.

"Training for Coordination Within Rifle Squads," by Clay E. George, paper for symposium at 12th Annual Army Human Factors Research and Development Conference, Fort Benning, Ga., October 1966; included in *Individual and Small-Unit Training for Combat Operations*, Professional Paper 21-67, May 1967.

UNIROTE–Division No. 3 (Recruit Training) **Sub-Unit**

A Study of Combat Arms Unit Rotation

A Survey of Opinions About the Unit Rotation Plan (Operation GYROSCOPE), **interim report by Victor B. Cline, Fred J. Shanley, Morris Showel, Irving Richardson, and Martin W. Spickler, January 1955.** **AD-488 593L**

Opinion questionnaires were administered to 2550 military personnel to ascertain their reactions to a newly introduced program of unit rotation (Operation GYROSCOPE). Reactions were obtained from 1200 officers and men in the first three TO&E units to be phased into the GYROSCOPE program, from 900 inductees in three reception centers, and from 450 men in six recruiting stations. The GYROSCOPE plan provided important inducements for reenlistment; over 90% of those surveyed felt that unit rotation would be an improvement over the current system. A greater proportion of men with prior service reacted favorably to GYRO than men without prior service.

A Survey of Opinions Regarding Operation GYROSCOPE in the First Division, **Staff Memorandum by Victor B. Cline, Irving F. Richardson, Fred J. Shanley, and Morris Showel, July 1955.** **AD-488 592L**

A questionnaire dealing with attitudes about a new unit rotation plan (Operation GYROSCOPE), reenlistment intentions, and promotion policy was given to a random sample of officers and enlisted men in an infantry division overseas while the division was making final plans for rotating back to the United States.

A Comparison of Reenlistment Intentions With Later Reenlistment Behavior in Three GYROSCOPE Units, **Staff Memorandum by Fred J. Shanley, Morris Showel, Victor B. Cline, and Irving Richardson, July 1955.** **AD-488 594L**

Questionnaires were administered to 1200 officers and men in three TO&E units about to enter a new program of unit rotation, Operation GYROSCOPE, to establish the number and types of men who intended to sign up for the program. Actual reenlistment behavior was then determined by examining each man's 201 file and utilizing recruiting office records and the post locator at each post. It was found that men's reactions to specific features of the GYRO plan related most highly to reenlistment behavior, followed by reactions to various aspects of life in their present Army unit (job satisfaction, personal freedom, etc.). The men's expectations regarding the new GYRO program did not seem to have much to do with their subsequent GYRO reenlistment behavior.

UNIT—Division No. 2 (Armor) Sub-Unit

Evaluation and Improvement of Tank Platoon Training

"The Miniature Armor Battlefield," by Robert A. Baker, *Armor*, vol. LXIX, no. 5, September-October 1960. II

"R/C Tanks for Realistic Combat Training," by Robert A. Baker, *Electronics*, vol. XXXIII, no. 45, November 1960. II

The Determination of Combat Job Requirements for Tank Platoon Leader and Tank Platoon Sergeant, Technical Report 69, by Eugene G. Roach and Robert A. Baker, March 1961. I
PB-155868 AD-254 701

To analyze the job requirements for tank platoon leaders and sergeants, and to determine the relative importance of the job activities in combat, a master list was prepared on the basis of relevant literature and interviews with key personnel. The jobs in the list were rated by several hundred armor officers and noncommissioned officers in TOE units. A final list of jobs which they considered essential in combat was staffed, and prepared for use by the Army as a basis for determining the content of relevant curricula and proficiency tests, and for expanding the description for MOS 131.7.

A Survey of Problems in the Tactical Training of Armor Units (U), Technical Report 74, by Robert A. Baker, December 1961 (CONFIDENTIAL, Modified Handling Authorized). AD-327 759 I

To obtain military judgments on the requirements for armor tactical training essential to combat proficiency and to identify problems that reduce training effectiveness, 71 questions in eight problem areas were constructed. They were used as a basis for tape-recorded interviews with 40 armor battalion commanders in CONUS and Seventh Army. The results of the interviews in general confirmed the military opinion that led to the survey. Specific suggestions for improving tactical training of armor units were made by the commanders interviewed. (U)

"The Armor Combat Decisions Game," by Robert A. Baker, *Armor*, vol. LXXI, no. 1, January-February 1962. II

"The Tank Platoon Combat Readiness Check," by Robert A. Baker and LTC John G. Cook, USA Ret., *Armor*, vol. LXXI, no. 3, May-June 1962.

"$600 Tanks Embattled," by Marvin Parrott, *Army*, vol. 13, no. 6, January 1963.

The Development and Evaluation of the Tank Platoon Combat Readiness Check, Research Memorandum by Robert A. Baker and John G. Cook, April 1963. AD-405 840 I

Development and Evaluation of Systems for the Conduct of Tactical Training at the Tank Platoon Level, Technical Report 88, by Robert A. Baker, John G. Cook, William L. Warnick, and James P. Robinson, April 1964. AD-438 845 II

To provide favorable learning conditions under which to conduct tank platoon tactical training, and to overcome the training difficulties of space and cost, a series of tactical training exercises and two training systems—a Miniature Armor Battlefield (MAB) and an Armor Combat Decisions Game (CDG) (portable war gaming devices)—were developed and evaluated. Tank platoon leaders and crews trained for a week on the MAB performed better (by 18% and 23% respectively) on a field performance test than comparable officers and crews not so trained; platoon leaders trained for a week on the CDG performed better (by 25%) than comparable officers. Both systems will effectively prepare tank platoon personnel for field training with operational equipment. The advantages and disadvantages of the systems are discussed.

Research By-Products resulting from this research effort are listed in Part III.

UPSTREAM—Division No. 5 (Air Defense) Sub-Unit

Procedures for Anticipating Training Requirements for Future Air Defense Guided Missile Systems

"Human Resources Research in Managing the Weapons System," by W. Loren Williams, Jr., paper for Symposium on Reliability of Weapons Systems, held by the Western Electric Co., Winston-Salem, N.C., September 1958.

"Anticipating Training Requirements for Future Weapon Systems," by J.C. Rupe, paper for symposium at annual meeting of Southwestern Psychological Association, Spring 1960.

***Some Problems in Predicting Training Requirements for Future Weapon Systems,* Research Report 6, by Robert A. Goldbeck and Emanuel Kay, November 1960 (Subcontractor: American Institute for Research).** II
PB-153288 AD-246 880

This study included: (a) A review and summary of several earlier AIR studies concerned with prediction of job and training requirements, delineating problem areas for which solutions must be found if a complete and systematic procedure for predicting the training requirements of future weapon systems is to be developed; (b) an attempt to develop training requirements information for a specific missile system (Hawk) just prior to development of a complete prototype, listing sources of information available at this stage and assessing their relevance in predicting future training needs. Administrative arrangements needed with system-development agencies to facilitate effective predictions of human factor requirements are discussed.

"The Prediction of Training Requirements for Future Weapon Systems," by J.C. Rupe, paper for symposium at annual meeting of Rocky Mountain Psychological Association, Spring 1961.

"Procedures for Obtaining Human Factors Information as an Integral Part of Weapon System Design and Development," by J.C. Rupe, paper for 7th Annual Army Human Factors Engineering Conference, University of Michigan, October 1961. III

"The Prediction of Training Requirements for Future Weapon Systems," by J.C. Rupe, paper for meeting of Human Factors Society, New York, November 1962. III

***The Prediction of Training Requirements for Future Weapon Systems: A Personnel Support System Research and Development Process,* Technical Report 83, by J.C. Rupe, April 1963.** III
AD-403 280

The current state of the art—particularly that of the Army—for predicting personnel and training requirements during weapon system design and development was determined by means of a literature review. The main object of this study was to develop procedures for effectively and economically providing human factors data, and products based upon them, needed for concurrent building of a Personnel Support System (conceived to be the operator and maintenance personnel for a weapon system and the basic job data, equipment, and materials required for selecting and training these personnel).

Research By-Products resulting from this research effort are listed in Part III.

VIGIL—Division No. 5 (Air Defense) Sub-Unit

Methods and Techniques for Improving Performance of Air Defense Missile Operator Personnel

"Research on Operators of Air Defense Systems," by Robert D. Baldwin, paper for symposium at annual meeting of Southwestern Psychological Association, Spring 1960.

***The Accuracy of Two Modes of Radar Tracking for Two Visual Noise Levels*, Research Memorandum by Bruce O. Bergum, I. Charles Klein, and Robert D. Baldwin, May 1960.** II
AD-815 517L

***Detectability on a PPI Scope as a Function of Target Velocity and Noise Level*, Research Memorandum by Robert D. Baldwin, Davis J. Chambliss, and A. Dean Wright, 28 pp., February 1961; published under the title, "Target Detectability as a Function of Target Speed, Noise Level, and Location," in *J. Appl. Psychol.*, vol. 46, no. 1, February 1962.** II
AD-252 191

An experiment was conducted using a PPI radar display on which 40 subjects observed targets displayed in each of four contiguous 30-degree scope sectors at each of four radial velocities under two levels of visual noise. Analysis of variance of the mixed latin-square design did not reveal reliable differences in scores due to velocity, noise level, or velocity orders. More target designations occurred for the inner than the outer contiguous scope sectors, although the ratios of correct to total calls per sector were not different. These results were interpreted as being due to differences in scan frequency rather than reinforcement frequency.

"Vigilance Research," by Bruce O. Bergum, paper for symposium at annual meeting of Rocky Mountain Psychological Association, Spring 1961.

"Instability in Analogue-Type Target Simulators," by R.D. Baldwin, paper for NTDC Conference on Radar Simulation, Port Washington, N.Y., May 1961. II

***Development and Use of Proficiency Tests for Nike System Launching Platoon Operators*, Technical Report 72, by James D. Hitt, Jr., and Robert D. Baldwin, August 1961. AD-263 169** I

The object of this study was to develop individual tests of proficiency suited to augmenting crew rating procedures used in Army Air Defense systems. Specifically, job skill and job knowledge tests were developed for two Nike-Ajax launching platoon operator positions—the Section Operating Control Indicator Operator and the Chief of Section—based on crew drill procedures prescribed for air defense alert. The tests proved to have value (a) as a quality control device, that is, they provide feedback on training needs which command personnel can use to improve subsequent training, and (b) in detecting personnel errors not observed in crew ratings made during Annual Service Practice.

***Radar Tracking Accuracy as a Function of Training and Task Variables*, Technical Report 73, by Robert D. Baldwin and A. Dean Wright, October 1961. AD-264 927** II

To evaluate the effect of selected training, personnel, and job factors on accuracy of angle tracking by radar operators, 36 subjects were briefly trained in tracking, half with simulated jamming and half without. Divided into four equal groups, they were tested with simulated targets having alternate headings of 1600 and 4800 mils. Results indicated that pattern and magnitude of tracking errors differed as a function of target heading, and tracking errors tended to increase with task duration. Differences in GT aptitude within a score range of 90-120 were not found to be related to accuracy of aided-rate azimuth tracking.

Sub-Unit

A Survey and Analysis of Vigilance Research, **Research Report 8, by Bruce O. Bergum and I. Charles Klein, November 1961.** AD-267 223 IV

Empirical data drawn from a survey of the research literature on vigilance behavior are presented in terms of the effects on vigilance of variables discussed under the groupings of task, environmental, and motivational factors. The adequacy of current interpretations of vigilance data is considered for three classes of theories: conditioning, expectancy, and motivation. Approaches to the solution of the vigilance program are discussed in terms of anticipated technological developments, and areas of research on monitoring problems associated with air defense systems are suggested.

Target Detectability on an A-Scope as Influenced by Vertical and Horizontal Video Amplification, **Research Memorandum by A.D. Wright and R.D. Baldwin, 14 pp., February 1962; presented under the title, "Target Detectability on an A-Type Radar Display as a Function of Horizontal and Vertical Video Amplification," at American Psychological Association convention, St. Louis, Mo., September 1962.** AD-479 185L II

An experiment was conducted to determine the effect of horizontal and vertical video amplification upon time to detect targets in noise on an A-type radar display. Statistical analysis revealed a significant inverse relationship between target detection time and horizontal video amplification. In contrast, vertical video amplification by itself, or in conjunction with horizontal video amplification, did not significantly affect detection performance. The facilitative effect of horizontal video amplification was attributed to the amplification of specific target characteristics which perceptually differentiate the target from the noise. The effect of vertical video amplification was attributed to the Weber-Fechner phenomenon.

The Effects of Pairing, Rest Intervals, Signal Rate, and Transfer Conditions on Vigilance Performance, **Research Memorandum by Bruce O. Bergum and Donald J. Lehr, March 1962.** AD-605 151 IV

An Attempt to Develop a Radar Operator Screening Test: A Report of Simulator Instability, **Technical Report 79, by Robert D. Baldwin and A. Dean Wright, June 1962.** AD-278 207 II

As a possible means of improving the effectiveness of radar operators, a short screening test—a by-product of previous research—was given to air defense missile crewman trainees in an attempt to identify individuals likely to be particularly adept at target detection. Subjects were given a proficiency test to validate the training implications of the earlier findings. The high correlations originally found between scores on the screening test and the proficiency test were discovered to have been a consequence *not* of consistent differences in human abilities, but of instability in simulator output signals. It was concluded that it is not feasible to develop any type of screening test using radar simulation equipment having tolerances in "burn through" range greater than 1% maximum radar range.

The Relation Between Radar Detection and the Observer's Concept of a Target, **Research Memorandum by Robert D. Baldwin, A. Dean Wright, and Donald J. Lehr, June 1962.** AD-288 440 II

"Vigilance Performance as a Function of Paired Monitoring," by Bruce O. Bergum and Donald J. Lehr, *J. Appl. Psychol.*, vol. 46, no. 5, October 1962. IV

Two experiments were performed to determine the effect of pairing of observers upon individual monitoring performances. Both studies employed two groups of 20 subjects each. Group 1 consisted of paired monitors and Group 2 consisted of isolated monitors. Experiment I employed a rate of 24 signals per hour; Experiment II employed a rate of 6 signals per hour. All subjects monitored a circular light display for a period of 90 minutes. Neither experiment indicated an overall facilitation of performance resulting from pairing, but both demonstrated significant relationships between performances of the members of the pairs. It was hypothesized that the degree of conversational interaction between members of the pairs might account for the observed effect.

"Vigilance Performance as a Function of Interpolated Rest," by Bruce O. Bergum and Donald J. Lehr, *J. Appl. Psychol.*, vol. 46, no. 6, December 1962. IV

Two experiments were performed on the effects of interpolated rest upon monitoring performance at both high and low signal rates. Experiment I employed two groups of 20 subjects each; Experiment II employed two groups of 10 subjects each. One group of subjects worked on a light monitoring task for three 30-minute periods separated by 10-minute rest periods. The second group worked continuously for 90 minutes on the same task. Experiment I employed 24 signals per hour; Experiment II employed 6 signals per hour. The results indicated a highly significant facilitation of detection performance as a result of interpolated rest at both signal rates and demonstrate the effectiveness of relatively brief rest intervals in maintaining high performance even with low signal rates.

"The Effects of Authoritarianism on Vigilance Performance," by Bruce O. Bergum and Donald J. Lehr, *J. Appl. Psychol.*, vol. 47, no. 1, February 1963. IV

An experiment was performed on the effects of authoritarian monitoring conditions upon vigilance performance. Two groups of 20 subjects each were employed. One group worked at a light monitoring task for a period of 135 minutes without rest and alone. The second group worked at the same task for the same amount of time but was observed by either a commissioned or noncommissioned officer according to a random visiting schedule. Signal rate was 12 signals per hour. The results indicated a highly significant facilitation of detection performance resulting from observation by the officers. It was suggested that these conditions represent an extreme point along a dimension of perceived threat to the monitor.

***Vigilance Performance as a Function of Task and Environmental Variables*, Research Report 11, by Bruce O. Bergum and Donald J. Lehr, May 1963.** AD-404 212 IV

Experiments were conducted to compare the effects on vigilance of paired monitoring, high and low signal rates, rest periods, knowledge of pretest performance and of monitoring scores, rewards, supervision, and false signals. A final study compared four combinations of the three most effective variables—multiple monitoring, rest periods, and supervision. The results suggest that significantly high levels of performance can be maintained over fairly extended time periods, with careful selection of conditions.

***A Filter Method of Adjusting PPI's*, Technical Report 85, by Robert D. Baldwin and A. Dean Wright, June 1963 (For Official Use Only).** AD-408 374 II

The Defence Research Board of Canada developed a Filter Method of adjusting plan position indicators using neutral density filters. To determine how this method could be applied to U.S. Army air defense radars, and to identify the neutral density values resulting in adjustments giving optimum visibility conditions, tests were conducted using P-19 and P-7 phosphor screens on the PPIs of the Nike-Hercules and Hawk systems. It was found that no filter was needed to adjust the Sweep Intensity level. For the Hercules system, using a normal receiver, a 2.0 neutral density filter provided an optimum adjustment of the Video Gain control; for the Hawk system, using moving target indicator receiver, an optimum level was achieved with a 3.0 filter. The results indicate that type of phosphor screen used does not determine filter density, whereas type of receiver circuit used does affect optimum density. (U)

"The Influence of Task and Environmental Variables on the Maintenance of Vigilant Performance," by Bruce O. Bergum, paper read at 9th Annual Army Human Factors Research and Development Conference, October 1963.

***Vigilance: A Guide to Improved Performance,* Research Bulletin 10, by Bruce O. Bergum, October 1963.** AD-424 888 IV

This Research Bulletin presents an informal report on the key findings or implications that have emerged so far from experimental studies of vigilance performed by various agencies. The emphasis is not upon theories of vigilance behavior but on implications for action in setting up vigilance situations. References from which material was drawn for various topics are listed at the end of the report.

"Monetary Incentives and Vigilance," by Bruce O. Bergum and Donald J. Lehr, *J. Exper. Psychol.*, vol. 67, no. 2, February 1964. IV

A visual vigilance experiment was performed in which (a) the effects of monetary incentives, and (b) the effects of removal of these incentives were tested. Twenty experimental and twenty control subjects were tested in two sessions of 60 and 90 minutes each. The experimental group received 20¢ for every signal correctly detected and had 20¢ deducted for every signal missed in the first session, but received no reward in the second session. The control group was never rewarded. The rewarded group performed better than the controls in the first period of the first session, and poorer in the final period of the second session. These effects were interpreted as resulting from experimentally induced changes in the motivational level of the reward group.

"Relation Between Radar Detection and the Observer's Concept of a Target," by R.D. Baldwin, A.D. Wright, and D.J. Lehr, *J. Appl. Psychol.*, vol. 48, no. 2, April 1964. II

An experiment tested the hypothesis that target detectability on a PPI radar display depends on observer's knowledge of the attributes defining a target. Equal numbers of observers were given either a brightness, a form, or a combined brightness-form set during training. A fourth group was given only demonstration training. The criterion test involved detection of two target sizes in two levels of visual noise for three target speeds. Analysis of variance revealed an interaction between set and noise level, confirming the hypothesis for the high noise level only.

***Radar Target Detection as Influenced by Experience and Training,* Research Memorandum by A.D. Wright, Edward W. Frederickson, and James L. Claflin, October 1964.** AD-455 767 V

"Radar Target Detection as a Function of Search Area and Viewing Distance," by A.D. Wright, E.W. Frederickson, and J.L. Claflin, *J. Appl. Psychol.*, vol. 49, no. 4, August 1965. V

The detection task employed a $9^{1}/_{4}$-inch Plan Position Indicator (PPI) and simulated targets. Thirty Army trainees served as subjects. Each subject performed the nine combinations of viewing distance—6, 12, and 18 inches—and of search area—whole scope, ${}^{1}/_{4}$ scope, and $1^{1}/_{16}$-inch-diameter circle within the whole scope. A treatments x treatments x subjects analysis of variance indicated significant main and interaction effects: (a) As viewing distance increases, detection performance is degraded; (b) as search area increases, detection performance is degraded; (c) optimum viewing distance when searching the whole scope is approximately 12 inches, while optimum viewing distance for a small area ($1^{1}/_{16}$-inch diameter) within a larger area is 6 inches or less.

"Risk-Taking Set and Target Detection Performance," by Gary W. Evans, *J. Appl. Psychol.*, vol. 49, no. 4, August 1965.

An experiment tested the hypothesis that an observer's risk-taking set is related to his target detection performance on a radar display. Subjects were given an equal number of trials under neutral, risky, and cautious sets, where differential sets were produced by instructions. As hypothesized, when instructed to adopt a risky set, subjects made earlier detections of targets and had a higher false positive identification rate than the same subjects when instructed to adopt a cautious set. These findings support the contention that radar detection performance can be regarded as a decision task.

Sources of Variability in Missile Unit Evaluations, **Technical Report 66-13, by Robert D. Baldwin and Harry E. Anderson, June 1966.** **AD-636 776**

The unit proficiency scores obtained during Missile Annual Service Practice firings during 1958 were analyzed. The objectives of the analyses were to identify the major factors affecting unit proficiency scores and to identify systematic sources of variance in the scores obtained. The analyses indicated (a) essentially no correlation existed between the Crew Performance and Firing Result Scores obtained, (b) differences in the total ASP Scores were primarily dependent upon differences in Firing Result Scores, and (c) differences in Firing Result Scores obtained were distributed in accordance with a random model.

Research By-Products resulting from this research effort are listed in Part III.

VISION—Division No. 2 (Armor) **Sub-Unit**

Evaluation of an Experimental Armed Forces Vision Tester

Evaluation of an Experimental Armed Forces Vision Tester, Information Report by Howard C. Olson, February 1954. **AD-488 589L**

VOLAIR—Motivation, Morale, and Leadership Division

A Study of the Comparison of Basic Trainees (Non-Airborne Volunteers) and Airborne Volunteers on Demographic, Attitude, and Personality Characteristics

A Study of Airborne Volunteers: I. A Comparison Between Volunteers for The Airborne and Other Basic Trainees (Non-Volunteers). II. A Comparison Between Volunteers Who Successfully Complete Airborne Training and Those Who Fail, Staff Memorandum, February 1954. **AD-487 399**

Exploration for Guttman Scales in a Study of Airborne Volunteers, Staff Memorandum by Rita O. Hausknecht, Robert Dressel, and Janet Heilmann, September 1954. **AD-487 398**

WHOLEPART—Division No. 2 (Armor) Sub-Unit

A Comparison of the Whole and Part Methods of Marksmanship Training

Accuracy of M1 Rifle Scores Obtained on the Known-Distance Range, **Research Memorandum 4, by F.J. McGuigan and Victor H. Denenberg, January 1954.** **PB-113031 AD-24 560**

A comparison between scores as recorded in the pits and on the firing line disclosed discrepancies such that the firing line scores could not be used for research purposes; also, pit scores on the known-distance range indicated that marksmanship proficiency was considerably lower than that called for by Army standards.

A Comparison of Whole Versus Part Methods of Marksmanship Training, **Staff Memorandum by F.J. McGuigan and Eugene F. MacCaslin, May 1954.** **AD-477 646L**

"The Relationship Between Rifle Steadiness and Rifle Marksmanship and the Effect of Rifle Training on Rifle Steadiness," by F.J. McGuigan and E.F. MacCaslin, paper for American Psychological Association convention, September 1954; published in *J. Appl. Psychol.*, vol. 39, no. 3, June 1955.

The aims of the present study were (a) to estimate the reliability of an ataxiameter test of rifle steadiness, (b) to estimate the relationship between rifle steadiness and rifle marksmanship, and (c) to determine the effect of rifle training on rifle steadiness. The study was replicated twice, each time at a different military installation, once with 148 subjects, once with 200 subjects. Target scores were used as Criterion data. This study agrees with previous studies in finding the rifle ataxiameter test to be a reliable instrument. It fails, however, to find as high a relationship (.72; .61) between steadiness and marksmanship as the other studies reported. The present study finds the relationship between rifle steadiness and rifle marksmanship to be about -.24 for slow fire, and generally insignificant (although consistent in sign) for sustained (rapid) fire (the coefficient is negative because the test actually measures *un*steadiness). No evidence is found that rifle training affects rifle steadiness.

"Whole and Part Methods in Learning a Perceptual Motor Skill," by F.J. McGuigan and Eugene F. MacCaslin, *Amer. J. Psychol.*, vol. 68, no. 4, December 1955; paper presented at annual meeting of Midwestern Psychological Association, Spring 1954.

"The Prediction of Rifle Marksmanship," by E.F. MacCaslin and F.J. McGuigan, *J. Appl. Psychol.*, vol. 40, no. 5, October 1956.

This study obtained multiple correlations showing the relationship between seven pretraining variables (rifle steadiness, firing experience, educational level, two measures of intelligence, mechanical aptitude, and mechanical information) and end-of-training marksmanship. It was found that two of the variables, intelligence and firing experience, predicted end-of-training marksmanship substantially as well as all seven variables taken together. It was also found that higher predictability was obtained by using the whole method than by using a part method. The average two-variable responses for the whole method were .61 for slow fire and .67 for sustained (rapid) fire; for the part method, .38 for slow fire and .32 for sustained fire.

Research By-Products resulting from this research effort are listed in Part III.

WIGWAG—Motivation, Morale, and Leadership Division

Survey of a Technical Training School

Sub-Unit

Changes in Student Motivation at an Army Technical Training School, Technical Report 24, by Janet C. Heilmann, Hobart G. Osburn, and Rita O. Hausknecht, December 1955. II

PB-132404 AD-83 860

This research was conducted in 1954 to determine the differences in motivation and morale of students at the Signal School, and the differences in their reactions to certain aspects of training, since a survey conducted in 1952. In spite of instructional changes made on the basis of the earlier study, end-of-course proficiency test scores had declined. Among the findings of the second survey were these: The educational qualifications of the students had increased; fewer of the 1954 students were motivated to receive Signal School training; the motivation of the students was related to their proficiency scores. Compared with other background groups studied, noncollege men with previous technical experience were most highly motivated for Army technical training and college men with no technical experience had the lowest motivation.

YUCCA—Motivation, Morale, and Leadership Division

Reactions of Troops at an Atomic Maneuver: (a) Study of Palmar Sweating; (b) Information and Attitudes of Troops at DESERT ROCK V[1]

Relation Between Information Gain and Attitude Change: A Study of Participants in Exercise DESERT ROCK V [Information Report, November 1953].

An Investigation of Two Measures of Palmar Sweat Under Field Conditions, Staff Memorandum by Noel Paradise, May 1955. AD-488 597L

---

[1] Related research is reported under DESERT ROCK V.

EXPLORATORY STUDIES

Exploratory Study 2—Division No. 7 (Language and Area Training)[1]
Military Assistance Program

***Advisor and Counterpart Activities in the Military Assistance Program in the Republic of China*, Technical Report 65-5, by Dean K. Froehlich and Malcolm S. Klores, June 1965.** AD-478 352L

As part of an Exploratory Study to obtain information on human factors training problems in the Military Assistance Program, a questionnaire was sent to 115 advisors and 155 counterparts in one country (Republic of China), asking about the most important problems they have encountered, obstacles to solution of these problems, sources of information that led to action on the problems, and degree of satisfaction with progress. Questionnaires were returned by 77 advisors and 77 counterparts. Advisors reported that their most important problems were in the areas of command responsibility, maintenance, and supply, and the commonest obstacle to solution of problems was the difference in values between themselves and their counterparts. Counterpart statements about problems and obstacles most often dealt with shortages of equipment and supplies. In general, advisors indicated more satisfaction than dissatisfaction with their progress. Counterparts expressed slightly more satisfaction with progress than advisors did. Personal observation constituted the primary source of information leading advisors to attempt changes, while counterparts were influenced in this respect by their advisors and their superior officers.

Exploratory Study 12—Division No. 2 (Armor)[2]
Tactical Command Decision Making

"The Effects of Supervisory Threat on Decision Making and Risk Taking in a Simulated Combat Game," by Robert A. Baker, J. Roger Ware, G.H. Spires, and W.C. Osborn, *Behavioral Sci.*, vol. 11, no. 3, May 1966.

Army officer groups performed a simulated combat task involving signal detection, decision making and risk taking. Results confirmed predictions from Herbst's theory: risk taking increased and performance generally deteriorated under stress (supervisory threat) for task-involved conditions; risk taking decreased and performance improved under stress for the non-task-involvement condition.

***A Tentative Organizational Schema for Decision-Making Problems*, Technical Report 66-14, by William C. Osborn and Barbara Ettinger Goodman, July 1966.** AD-638 724

To take into account the psychological complexity of most real-life decision problems, and to develop a tentative organization of decision behavior that will embrace the many, highly diverse types of problems which are presumed to result in "decision," an attempt was made to delineate the component response processes that lead to these decisions. The procedure followed was (a) to identify and descriptively define the relevant stimulus and organismic factors, and (b) especially to schematize the response dimensions involved, in such a way as to derive a tentative response matrix. The result is an organizational schema for use in analyzing the response aspects of the decision-making process in terms of the pertinent psychological dimensions of decision behavior.

---

[1] Work Unit MAP was initiated as a result of ES-2.
[2] Basic Research Study 12 was initiated as a result of ES-12.

Exploratory Study 20—Division No. 1 (System Operations)

Driver Training

"Current Approaches to Driver Safety Training," by A. James McKnight and Richard D. Behringer, paper for mid-year meeting of the Society of Automotive Engineers, Chicago, May 1965.

This paper describes the status of efforts to improve the safety of motor vehicle operation through training. The following types of programs are described: (a) safety components of driver education and improvement courses, (b) remedial training of traffic violators, (c) programs utilizing simulation techniques, and (d) use of mass media, such as books and films. A general lack of conclusive evidence concerning various training approaches is noted. A greater research effort should be directed toward (a) better identification of means by which accidents can be anticipated and avoided, (b) methods of coping directly with driver habits and skills, and (c) techniques of maintaining safe driving behavior through periodic evaluation and retraining.

***An Experimental Evaluation of a Driver Simulator for Safety Training*, Technical Report 66-9, by A. James McKnight and Harold G. Hunter, June 1966.** **AD-636 166**

The purpose of this research was to determine the effectiveness of automobile simulators in fostering the safe operation of automobiles. A 20-hour driver improvement course was administered to 238 licensed drivers at Fort Lewis, Washington. Approximately half of the trainees received a program taught entirely by conventional methods, while the other half received a program of similar content but including eight hours of simulator instruction. Results of specially constructed tests indicated that simulators were superior to conventional media for developing good driving habits but were no more effective in teaching driving knowledges or influencing driver attitudes. It was concluded that, while simulation represents a potentially valuable means of improving driver habits and skills, substantial modification of current simulator equipment and film is needed to attain this potential.

"An Experimental Evaluation of a Driver Simulator for Safety Training," by A. James McKnight and Harold G. Hunter, paper for American Psychological Association convention, New York, September 1966; issued as Professional Paper 9-66, December 1966. **AD-645 962**

Two groups of experienced drivers were administered a 20-hour driver safety course. One group received eight hours of instruction in a motion picture automobile simulator, while the other received similar material by conventional methods. Measures of driving knowledge, habits, and attitudes were administered following training. The simulator group was slightly superior on those knowledges and habits emphasized in simulator films. The conventional group was slightly superior in other driving knowledges. No differences were observed on the remaining measures. It was concluded that existing simulator programs are not well suited to the needs of experienced drivers.

Exploratory Study 24—Division No. 2 (Armor)[1]

Extended Operations

***Summary of Literature Review on Extended Operations*, Consulting Report by Dennis Cannon, Eugene Drucker, and Theodore Kessler, December 1964.** **AD-634 039**

This report comprises a summary of a review of psychological literature pertaining to performance for extended periods of time. The material is organized into the following topics, as they relate to performance: sleep loss, temperature, nutrition, prolonged performance, drugs, stress, vibration, confinement, rest and personnel replacements, noise, radiation, and clothing. In addition, a brief summary of vigilance literature is included. The inconclusive nature of the reviewed research precludes supporting or denying the thesis that troops can be expected to remain effective for 48 hours or longer. Endurance limits may vary significantly from one task to another.

---

[1] Work Unit ENDURE was initiated as a result of ES-24.

Exploratory Study 27–Division No. 3 (Recruit Training)
Individual Night Training

Visual Detection, Identification, and Localization: An Annotated Bibliography, **Technical Report 68-2, by Bernard Lyman, 122 pp., February 1968.** **AD-667 500**

This literature survey was undertaken to explore information on the nature of and conditions for effective visual perception at low light levels. From the survey, 407 reports or studies were selected for inclusion in the annotated bibliography. With a few exceptions, the material falls within the areas of detection, identification, and localization. Many laboratory studies are included which could undergo appropriate modification for repetition in natural settings at low light levels. In each annotation the purpose and the results or conclusions of the study are stated; method and procedure are indicated only briefly.

Exploratory Study 30–Division No. 4 (Infantry)[1]
Tactual Communication

"Tactual Communication," by Ronald L. Brown, paper for meeting of Georgia Psychological Association, Jekyll Island, Ga., February 1965.

"Effects of Intense Noise on Processing of Cutaneous Information of Varying Complexity," by R.L. Brown, W.D. Galloway, and K.R. Gildersleeve, *Percept. Mot. Skills*, vol. 20, no. 3, Part I, June 1965.

Thirty-six enlisted men identified a series of electropulse messages under varying auditory noise conditions. Three levels of message complexity were combined factorially with intermittent noise, continuous noise, and no-noise conditions. Subjects in Simple message groups were asked to indicate on each trial which one of five electrode locations was stimulated. Compound message groups identified both location of stimulation (one of five loci) and pulse duration (.2, 1.6, or 2.5 sec.). Finally, subjects in Complex message groups received electropulses at one of five loci, one of three durations, and one of two intensities (1.0 or 1.3 v d. c.). The amount of information transmitted (I_t) under differing noise conditions did not differ significantly. I_t did increase significantly with an increased number of coded elements. However, discrimination accuracy was not affected by the increased code difficulty. It was concluded that intense auditory noise has little effect upon the reception and processing of cutaneously presented information.

"Effects of Time-Sharing and Body Positional Demands on Cutaneous Information Processing," by R.L. Brown, W.D. Galloway, and R.A. San Giuliano, *Percept. Mot. Skills*, vol. 20, no. 3, Part 2, June 1965.

Twelve subjects were asked to interpret a series of coded electrocutaneous pulses while engaged in a visual discrimination task of varying complexity. All subjects performed both tasks in each of four body positions (standing, sitting, kneeling, and prone). Subjects were asked to indicate on each trial which one of four electrode locations was stimulated and whether duration of stimulation was .6 or 1.6 sec. A constant intensity of 1.5 v at 60 cps was employed. Three levels of complexity (no visual stimuli, 4 x 4 metric figures, and 8 x 8 metric figures) were employed in the visual task. In the cutaneous task, analysis of information transmitted, location errors, duration errors, and total errors indicate that time-sharing demand significantly impaired performance, whereas variation in body position had negligible effect.

---

[1] Work Unit COMTAC was initiated as a result of ES-30.

Exploratory Study 38—Division No. 6 (Aviation)

Research in Training Requirements for Warrant Officer Aviators

"Statements of Career Intentions: Their Relationship to Military Retention Problems," by H. Alton Boyd, Jr., and Wiley R. Boyles, paper for annual meeting of Alabama Psychological Association, Birmingham, Ala., May 1968.

Exploratory Study 40—Division No. 7 (Language and Area Training)

Troop Orientation in the Program of Korean Augmentation to the U.S. Army

"Human Factors in the Operation of U.S. Military Units Augmented With Indigenous Troops," by John W. McCrary, paper for 13th Annual Army Human Factors Research and Development Conference, Fort Monmouth, N.J., October 1967; issued as Professional Paper 48-67, 12 pp., November 1967. AD-665 022

The program of Korean augmentation to the U.S. Army (KATUSA) is outlined. Portions of the findings based on interim analyses of data from Human Resources Research Office's studies of the program are summarized by using selected themes. The implications these themes have for establishing similar programs in countries other than Korea are examined.

Exploratory Study 42—Division No. 1 (System Operations)

Organization of Instruction

"Programmed Learning: Prologue to Instruction," by Robert J. Seidel, *Psychol. Rep.*, vol. 20, no. 1, February 1967; issued as Professional Paper 17-67, 12 pp., April 1967. AD-651 052

The paper indicates some pertinent issues in the field of programmed instruction (PI) and suggests promising directions for future growth of PI, both as a medium for the application of principles of learning and as a means of furthering understanding of learning processes. Practical and theoretical implications are touched upon and combined to give a position statement on PI as a pedagogical and psychological research tool. In this vein the utility and inevitability of computer-aided instruction are discussed.

"Computer-Administered Instruction Versus Traditionally Administered Instruction: Economics," by Felix F. Kopstein and Robert J. Seidel, paper for meeting of National Society for Programmed Instruction, Boston, April 1967; issued as Professional Paper 31-67, 40 pp., June 1967. AD-656 613

In this paper an attempt is made to assay the economics of computer-administered instruction (CAI) versus traditionally administered instruction (TAI) in controlling the structure of the learner's stimulus environment in teaching and training situations. There is a discussion of the need for a sound, objective economic appraisal of the value to society as a whole of increments in the breadth and depth of education in the population, and of the influence of varying rates with which these increments are brought about. The necessity for reliable, objective information concerning cost data is emphasized. Projected cost/effectiveness comparisons based on the assumption of equal effectiveness for CAI and TAI are discussed for both civilian and military instruction.

Exploratory Study 43—Division No. 1 (System Operations)

Alternate Combinations of Necessary Elements of Effective Training

"The Formulation of Training Problems," by Harold G. Hunter, paper for Human Factors Working Group at 17th Military Operations Research Symposium, Monterey, Calif., May 1966; included in *Training Models*, Professional Paper 13-66, December 1966. AD-646 978

Exploratory Study 44–Division No. 5 (Air Defense)[1]

Training Methods for Forward Area Air Defense Weapons

"Factors Influencing the Visual Detection and Recognition of Low-Altitude Aircraft," by A.D. Wright, paper for annual meeting of Southwestern Psychological Association, Arlington, Tex., April 1966; published in *Percept. Mot. Skills*, vol. 23, no. 3, Part I, December 1966; also issued as Professional Paper 20-67, May 1967. **AD-654 125**

A study of man's ability to visually detect, recognize, and estimate range to low-altitude military aircraft is described. Twenty-seven Army enlisted men, who were given training and field experience in detecting and recognizing aircraft, served as observers. Observers were randomly assigned to the nine combinations of observer offset from the aircraft flight path (head-on, 650-, and 1,400-meter offset) and use of binoculars (binoculars for detection and recognition, binoculars for recognition, and no binoculars). Jet and propeller aircraft provided the low-altitude targets. Observers were provided early warning in time and aircraft position prior to each trial. Results of the study are presented.

***The Performance of Ground Observers in Detecting, Recognizing, and Estimating Range to Low-Altitude Aircraft,* Technical Report 66-19, by A.D. Wright, December 1966.** **AD-645 537**

The purpose of this test was to determine man's capability to visually detect, recognize, and estimate range to low-altitude aircraft. Twenty-seven Army enlisted men served as observers. The results indicate that man can detect and recognize low-altitude aircraft at a considerable range under near-optimum field conditions. The value of binoculars for aircraft detection was found to be dependent upon (a) observer offset from the aircraft flight path, (b) accuracy of early warning, (c) aircraft speed, and (d) exhaust smoke trail characteristics of the aircraft. Under the test conditions employed, binoculars reduced the detection range on the most potentially threatening targets, high-speed, head-on jet aircraft. The data show that large range estimation errors occurred. Filmed simulation of the recognition task appears promising as a training tool.

***Aircraft Detection, Range Estimation, and Auditory Tracking Tests in a Desert Environment,* Technical Report 67-3, by E.W. Frederickson, Joseph F. Follettie, and Robert D. Baldwin, March 1967.** **AD-650 403**

Detection tests with low-flying jet aircraft were conducted to determine the effect of (a) varying the location of observers from the flight path, (b) using optical aids vs. unaided observation, and (c) varying the amount of temporal early warning. Also tested were man's ability to (a) visually estimate the distance to high-speed jets, (b) track aircraft by ear, and (c) determine the distances at which various aircraft structural features were recognized. When distant terrain masking existed, unaided and optically aided detections occurred at approximately the same time, but for near terrain masking, unaided detections occurred sooner. A change of temporal early warning did not reliably affect detection range. As offset increased detection range increased. The range estimation tests were inconclusive. The auditory tracking tests revealed that untrained observers tracked ahead of the target. The order in which structural features were recognized was consistent within each class of aircraft.

"Weber's Law Applied to Distance Estimation," by R.E. Wienke, paper for annual meeting of Southwestern Psychological Association, Houston, Tex., April 1967; issued as Professional Paper 26-67, June 1967. **AD-654 346**

The stimulus situation in dynamic range estimation is examined. The solid angle, taking into account the area of the target as well as the distance, is used as the visual concept, and the prediction made that range estimation would follow Weber's Law. The results support the hypothesis that absolute errors in range estimation are an inverse function of the acceleration of the increase in size of the solid angle representing the target. The study suggests that one problem in research dealing with dynamic range estimation is that the results to be expected are highly dependent on the experimental conditions.

---

[1] **Work Unit SKYFIRE was initiated as a result of ES-44.**

Exploratory Study 50—Division No. 6 (Aviation) (Ongoing)
Aviator Stress

"Aviator Performance Under Stress," by Wiley R. Boyles, paper for symposium at annual meeting of Southeastern Psychological Association, Atlanta, Ga., April 1967; included in *Human Factors Research in Support of Army Aviation,* Professional Paper 27-67, June 1967.

"Background and Situational Confidence: Their Relation to Performance Effectiveness," by Wiley R. Boyles, paper for annual meeting of Alabama Psychological Association, Birmingham, Ala., May 1968; issued as Professional Paper 22-68, 16 pp., June 1968.

Inventories designed to measure confidence in dangerous situations were administered to about 3,000 potential Army aviation warrant officers from January to December 1967. These paper-and-pencil inventories are based on a clinical-experimental fractional anticipatory response conceptualization of reactions to the psychological stresses of combat. Military performances of the men are subjected to longitudinal analysis to determine the relationship of scores on these inventories to various criterion performances. In this paper relationships of scores on two of these inventories—the Background Activities Inventory and the Situational Confidence Inventory—to peer ratings, attrition during flight training, and accident information, are presented.

"A Preliminary Application of the Critical Incident Technique to Combat Performance of Army Aviators," by Peter R. Prunkl and Wiley R. Boyles, paper for annual meeting of Alabama Psychological Association, Birmingham, Ala., May 1968; issued as Professional Paper 24-68, 12 pp., June 1968.

This study was undertaken as part of research on aviator stress to obtain information on the varieties of ineffective combat performance peculiar to Army aviation and to obtain a preliminary list of combat aviation effectiveness criteria. A small sample—62 Vietnam returnees—completed a critical incident survey in which they described, in narrative form, their combat reactions and those of other pilots. Incidents of ineffective behavior occurring both in the air and on the ground were obtained and were categorized using Kern's conceptual model of behavior under stress.

Exploratory Study 51—Division No. 4 (Infantry)
Human Factors in Organizational Effectiveness

***Simulation of Organizations: An Annotated Bibliography,* Technical Report 67-14, by Jon E. Roeckelein, 57 pp., December 1967.** AD-664 861

This bibliography contains 141 annotated references on the subject of the simulation of complex social organizations. It is part of a study whose goal is to determine the feasibility of using simulation methods to conduct research upon human factors that influence organizational effectiveness. It is divided into three principal areas: man-centered simulation, man-machine simulation, and machine-centered simulation. Within each of these areas, publications are separated into those directly concerned with the simulation of organizations, and those indirectly related to the subject. A general section covers reference works and bibliographies useful as source material. A KWIC index is provided.

Exploratory Study 54–Division No. 5 (Air Defense) (Ongoing)
Human Performance Degradation

"Some Effects of Differential Pretask Instructions on Auditory Vigilance Performance," by G.L. Neal, paper for annual meeting of Southwestern Psychological Association, Houston, Tex., April 1967; issued as Professional Paper 34-67, 8 pp., July 1967. **AD-656 942**

In this study of the evaluation of pretask instruction effects on vigilance performance, the researchers made an assessment of demand characteristics. Subjects were 203 students from University of Oklahoma classes who were given four possible reasons for the experiment; the treatments were called Required Chore, Important Task, Subject Important, and Combined Treatments. It was demonstrated that subject motivation level via pretask instructions can influence the course of the monitor's performance, at least in the short run.

Exploratory Study 61–Division No. 6 (Aviation) (Ongoing)
Reconnaissance and Surveillance

"A View of Man's Role and Function in a Complex System," by Francis H. Thomas, paper for annual meeting of Alabama Psychological Association, Birmingham, Ala., May 1968; issued as Professional Paper 25-68, 12 pp., June 1968.

In this paper the roles and functions of man in the evolution and development of two complex specific systems within the Army operational environment are discussed. It is pointed out that throughout the course of historical development, the basic system functions and objectives have remained unchanged even though the system equipments have varied. With equipment changes, man's physical functions in system operation have also changed. In predicting the effectiveness of man in a future system operational environment, an approach independent of equipment differences is required. Such an approach, in which man is conceived as an information processor, is described. The approach is applied to the human operator roles in manned aerial reconnaissance and surveillance and in target acquisition.

BASIC RESEARCH STUDIES[1]

Basic Research 1–Director's Office

An Analysis of Army Training

A Systematic Analysis of Army Training Requirements as the Basis of More Generalized Training Research, **Research Report 7, by Francis E. Jones, May 1961.** AD-259 476

The training requirements of 519 Army jobs contained in *The HumRRO Training Analysis Directory* were reduced to the more elementary components of "subject matter," "subject-matter modifiers," and "proficiencies involved." Next, "basic ideas," representing potential generalized training areas, were derived by a process of determining the systemic generality of various subcomponents of the training requirements. Finally, from a single idea, TECHNIQUES/PROCEDURES/METHODS, a model was constructed to illustrate the actions and interactions of various factors within the performer as they affect his performance of a given task for which he is trained. Practical examples of the application of the TPM analysis to command decisions were given.

Research By-Products resulting from this research effort are listed in Part III.

Basic Research 6–Division No. 3 (Recruit Training)[2]

Integrating and Systematizing the Findings of Military Psychotechnology

"Summary of Research in Sensory Deprivation and Social Isolation," by Howard H. McFann, paper for NATO Symposium on Defense Psychology, Soesterberg, The Netherlands, August 1961.

Tabular results of questionnaire content areas, and experimental/control responses on a subjective stress scale, an intellectual efficiency test battery, a visual task performance, and reported visual sensations measured are presented.

***Experimental Assessment of a Limited Sensory and Social Environment: Summary Results of the HumRRO Program*, Research Memorandum by Thomas I. Myers, Donald B. Murphy, Seward Smith, and Charles Windle, February 1962; Symposium presented at American Psychological Association convention, September 1961.** AD-653 786

Material is presented from experiments designed to appraise the potency of a limited sensory and social environment. Soldier volunteers were confined for four days in dark, quiet cubicles which were as physically comfortable as possible. Sensory and social experiences of the control group were normal. The experimental subject evidenced feelings of stress, boredom, restlessness, anger, worry, disorientation, and vague physical symptoms that were only rarely reported by his control counterpart. Evidence of intellectual inefficiency in the cubicle environment (as compared to the control condition) was obtained from tests given during isolation and from retrospective evaluations.

"Reported Visual Sensation During Brief Exposure to Reduced Sensory Input," by Thomas I. Myers and Donald B. Murphy, Chapter 10 in APA-AAAS Symposium, *Hallucinations*, Louis Jolyon West, M.D. (ed.), Grune & Stratton, New York, 1962.

Exploratory studies into the occurrence of hallucinatory phenomena were conducted under "dark cell" conditions. A total of 15 subjects experienced limited sensory environment, some for as long as four days. The results of the studies indicated that when non-psychiatric subjects are isolated in the dark for 10 minutes, they report "seeing" a variety of visual sensations. It was found that attitudes or "sets" resulting from the instructions given a subject can affect both the number and complexity of reported visual sensations under conditions of minimal sensory deprivation.

---

[1] Basic Research Studies 1-10 originated as research efforts under Work Unit PIONEER. For convenience, all reporting on these Sub-Units is presented here rather than under PIONEER.

[2] Research begun as Work Unit ENDORSE was continued as PIONEER VI, then as BR-6. The earlier reports are listed under Work Unit ENDORSE.

Collected Papers Related to the Study of the Effects of Sensory Deprivation and Social Isolation, Research Memorandum by Staff, February 1962. AD-478 300

"A Preliminary Study of the Effects of Controlled Isolation," by Thomas I. Myers, Lyman M. Forbes, Jack Arbit, and Jack Hicks.

"The Reliability of a Modified Digit Span Procedure," by Thomas I. Myers, Gerald Burday, Lyman M. Forbes, and Jack A. Arbit.

"Visual Sensations Experienced in the Dark as a Function of Instruction and Prior Verbalization," by Donald B. Murphy, Edward J. Kandel, and Thomas I. Myers.

"Some Basic Factors in Sensory Deprivation Research," by Thomas I. Myers.

"Reported Visual Sensations During Brief Exposure to Reduced Sensory Input," by Thomas I. Myers and Donald B. Murphy.

"A Technique for Studying Attitude Change," by Donald B. Murphy and George L. Hampton.

"A Simple Tracking Apparatus for Classroom or Experimentation," by Seward Smith and Paul M. Haas.

"Selected References to Research in Sensory Deprivation," by Thomas I. Myers, Donald B. Murphy, and Seward Smith.

"Auditory Perception of Numerosity as Affected by Number and by Correct and Incorrect Knowledge of Results," by Richard A. Monty, *Human Factors*, August 1962.

"The Occurrence, Measurement and Experimental Manipulation of Visual 'Hallucinations'," by Donald B. Murphy and Thomas I. Myers, *Percept. Mot. Skills*, vol. 15, no. 1, August 1962.

"Activity Pattern and Restlessness During Sustained Sensory Deprivation," by Seward Smith, Thomas I. Myers, and Donald B. Murphy, paper read at meeting of APA, 1962.

"The Role of Expectancy in Ss' Responses to Sustained Sensory Deprivation," by Thomas I. Myers, Donald B. Murphy, and Donald F. Terry, paper read at meeting of APA, 1962.

"Time Estimation Error as a Predictor of Endurance in Sustained Sensory Deprivation," by Donald B. Murphy, George L. Hampton III, and Thomas I. Myers, paper read at meeting of APA, 1962.

"Conditioning of Connotative Meaning as a Function of Sensory Deprivation and Social Isolation," by Donald B. Murphy, Seward Smith, and Thomas I. Myers, paper read at meeting of APA, 1963.

"The Effect of Sensory Deprivation and Social Isolation on Conformity to a Group Norm," by Seward Smith, Donald B. Murphy, and Thomas I. Myers, paper read at meeting of APA, 1963.

"The Effect of Sensory Deprivation and Social Isolation on Self-Exposure to Propaganda and Attitude Change," by Thomas I. Myers, Donald B. Murphy, and Seward Smith, paper read at meeting of APA, 1963.

"Laboratory Studies of Sensory Deprivation: Findings of Interest to Human Engineering," by Thomas I. Myers, Donald B. Murphy, and Seward Smith, paper read at 7th Annual Meeting, Human Factors Society, Palo Alto, Calif., October 1963.

Conformity to a Group Norm as a Function of Sensory Deprivation and Social Isolation, Research Memorandum by Seward Smith, Thomas I. Myers, and Donald B. Murphy, November 1963. AD-439 430

Reported Visual Sensations as a Function of Sustained Sensory Deprivation and Social Isolation, Research Memorandum by Donald B. Murphy, Thomas I. Myers, and Seward Smith, November 1963. AD-439 431

Basic Research 6 (Cont.)

***Vigilance as a Function of Sensory Deprivation and Social Isolation*, Research Memorandum by Thomas I. Myers, Seward Smith, and Donald B. Murphy, [November 1963].** AD-439 432

"Group Consensus and Judgmental Accuracy: Extension of the Asch Effect," by Jack M. Hicks, Richard A. Monty, and Thomas I. Myers, *Psychonomic Sci.*, vol. 5, no. 4, 1966; issued as Professional Paper 11-66, December 1966. AD-646 158

This study demonstrated the generality of the Asch group influence effect to a new task employing auditory rather than visual stimuli, a situation in which the bogus group was not physically present, and a subject population of U.S. Army enlisted personnel.

***Experimental Studies of Sensory Deprivation and Social Isolation*, Technical Report 66-8, by Thomas I. Myers, Donald B. Murphy, Seward Smith, and S. James Goffard, June 1966.** AD-636 478

To evaluate experimentally some of the psychological effects of sensory deprivation and social isolation, 176 randomly selected volunteers were placed in dark, soundproofed cubicles for four days, while an equal number of other randomly selected volunteers followed a normal routine. Psychological tests and measures were given both Cubicle and Control subjects before, during, and after isolation. Cubicle subjects reported the isolation experience to be unpleasant, boring, and stressful. One-third of them requested early release from the cubicles. In comparison with the Control subjects, Cubicle subjects were better on simple intellectual tasks and on auditory vigilance. They were worse on more complex intellectual tasks, and under some conditions, appeared to be more susceptible to influence. They more often sought meaningful stimulation but also showed some tendency to avoid stimulation. Sensory deprivation and social isolation do have psychological effects, but they are neither simple nor clear-cut.

Basic Research 7—Division No. 5 (Air Defense)

Precision of Statement and Perception of Meaning of Written Language in Military Training

***An Overview of the Conceptual Structure of Subtask PIONEER VII*, Research Memorandum by Joseph F. Follettie, July 1963.** AD-628 815

"Elements of a Methodology for Prose-Learning Research," by Joseph F. Follettie, paper for annual meeting of Rocky Mountain Psychological Association, Albuquerque, N.M., May 1966.

List-learning and prose-learning methodologies are compared and contrasted regarding their enumerative units, trial defining conditions, performance measures, and proficiency criteria. Problems underlying the assessment of prose-learning performance when using a comprehension criterion are touched upon. Preliminary findings are presented which suggest that data based upon a comprehension criterion may be predicted from data based upon a memorization criterion.

***Effects of Grammatical Factors and Amount of Material on Memorizing Paragraphs, Sentences, and Word Lists*, Technical Report 67-9, by Joseph F. Follettie and Ann F. Wesemann, June 1967.** AD-656 454

The effects of certain measurable characteristics of written material upon speed of memorization were studied. These characteristics were of four general classes: (a) load factors reflecting informational density of a selection, (b) length of the selection, in grammatical units of various kinds, (c) factors dealing with alternative, grammatically equivalent ways for presenting the same semantic material, and (d) word frequency factors. Of the four types of stimulus characteristics studied, length factors were found to have the clearest and most potent effects upon rote memorization.

Basic Research 8–Division No. 2 (Armor) (Ongoing)
Common Job Elements

***The Feasibility of Developing a Task Classification Structure for Ordering Training Principles and Training Content*, Research Memorandum by Donald F. Haggard, January 1963.** AD-628 162

"Verbal Mediation in Reverse Association: The Role of Temporal Factors," by Richard A. Kulp and John A. Robinson, *Psychonomic Sci.*, vol. 3, no. 10, November 1965.

A three stage reverse mediation paradigm, A-B, B-C, C-A, and its control paradigm A-B, D-C, C-A, was studied at two test list anticipation intervals to determine the effects of temporal factors on reverse mediation. Forty-eight subjects learned three word lists consisting of low-frequency five-letter words by the paired-associate method. The results indicated that temporal factors play a significant role in facilitating reverse mediation.

"Paired-Associate Transfer Between CVCs for the A-B, C-A and the A-B, B-C Paradigms Following a Low Degree of List I Learning," by Richard M. Schulman, paper for annual meeting of Eastern Psychological Association, Boston, April 1967; published under the title, "Paired-Associate Transfer for the A-B, C-A and the A-B, B-C Paradigms," *Psychol. Rep.*, vol. 20, no. 3, Part 2, June 1967; also issued as Professional Paper 38-67, 10 pp., August 1967. AD-658 752

Results of two experiments on transfer between paired-associate verbal lists are reported here. Army enlisted men averaging around the civilian mean were the nonvolunteer subjects. A low degree of List I learning was used, but List II was learned to one perfect trial. Trials to successive criteria showed nonsignificant negative transfer in Experiment II and nonsignificant positive transfer in Experiment I. When the upper halves of subjects of known general aptitude in the two groups in Experiment I were compared, positive transfer was barely significant ($p = .05$).

"Effects of Amount of Interpolated Activity in Short-Term Memory," by Richard A. Kulp, paper for annual meeting of Midwestern Psychological Association, Chicago, May 1967; published in *Psychol. Rep.*, vol. 21, no. 2, October 1967; also issued as Professional Paper 46-67, 9 pp., October 1967. AD-663 862

A short-term memory experiment attempted to (a) separate the effects of interference due to interpolated activity (IA, digit counting) and elapsed time in a retroactive inhibition paradigm, and (b) assess the effects of rate of information processing (rate of counting) on the retention of individual items. Word frequency, retention interval, and rate of counting were significant sources of variation. The results indicated the importance of rate of information processing, as opposed to amount of interpolated activity, and elapsed time in the retention of individual items in short-term memory.

"The Effect of Unidirectional Primary Word Associations on A-B, C-A Paired-Associate Transfer," by Richard M. Schulman, *Psychonomic Sci.*, vol. 8, no. 8, July 1967; issued as Professional Paper 3-68, 5 pp., January 1968. AD-673 328

This journal article reports a paired-associate transfer experiment comparing three variations of the A-B, C-A paradigm to the A-B, C-D control. Four separate groups of 20 subjects each learned both lists to a criterion of one errorless trial. In two of the experimental groups, the stimulus of List II was the primary word association to the response of List I. These were more difficult to learn than the control, but easier than the A-B, C-A paradigm without the interlist primary word-associations.

"A Comparison of Constrained and Random Metric Figures in Paired-Associates Learning," by Richard A. Kulp, *Psychonomic Sci.*, vol. 8, no. 12, 1967; issued as Professional Paper 42-67, 4 pp., September 1967. AD-664 396

Both random and constrained (Redundancy-I) 4 by 4 metric figures were used as stimuli and were paired with numerals. In terms of correct anticipations, perceptual learning with random figures was better than with constrained. Effects of interstimulus interval were found to be identical to those previously demonstrated in paired-associate learning situations. The results are discussed in terms of supporting and extending previous investigations in demonstrating the consistency of results when sampling rules for metric figures are employed.

"Paired-Associate Transfer as a Function of Ability Level in the A-B, C-A and A-B, B-C Paradigms," by Richard M. Schulman, *Psychol. Rep.*, vol. 22, no. 1, February 1968; issued as Professional Paper 11-68, 10 pp., April 1968. AD-669 007

In two experiments with 120 subjects in each, the A-B, B-C and the A-B, C-A paired-associate paradigms were compared with an A-B, C-D control, using two levels of ability. For both lists of Exp. I and List I of Exp. II, a modified anticipation procedure in which the stimuli were not pronounced was used. For List II of Exp. II a multiple-choice procedure was also used to equate response availability between groups. List I results showed superior learning by the high ability groups. List II results showed faster learning for the A-B, B-C paradigm for the high ability groups, but were equivocal for the A-B, C-A paradigm.

Basic Research 9—Division No. 2 (Armor)
Learning of Military Skills

"The Effects of DRL and DRH Schedules of Reinforcement in Shaping the Collective Response Rate of Two- and Three-Man Teams," by Peter C. Wolff, David D. Burnstein, and L. Dennis Cannon, paper for American Psychological Association convention, September 1962.

"The Use of Schedules of Reinforcement to Regulate a Collective Team Response Rate," by Peter C. Wolff, David D. Burnstein, and L. Dennis Cannon, *Psychol. Rec.*, vol. 14, no. 1, January 1964.

"Shaping of Three-Man Teams on a Multiple DRL-DRH Schedule Using Collective Reinforcement," by D.D. Burnstein and P.C. Wolff, *J. Exp. Anal. Behav.*, vol. VII, no. 2, March 1964.

***Pursuit Rotor Performance: I. Effects of Reinforcing the Longer Intervals of Continuous Tracking Within Each Trial*, Technical Report 66-11, by Richard W. Sheldon and John F. Bjorklund, June 1966.** AD-638 015

To determine whether selective reinforcement of pursuit rotor performance facilitates acquisition of skill and promotes its retention, five groups of subjects were individually trained for ten sessions of 15 trials each. Selective reinforcement of longer than average target contacts was introduced for one group of subjects during Sessions 6 and 7 and for another during Sessions 4 to 7. Continuous reinforcement of target contacts was introduced for two other groups. A control group received no reinforcement. Dependable improvements in time-on-target scores were obtained for all experimental groups except the one which was selectively reinforced for four sessions, but the superior performances were not maintained when reinforcement was withdrawn. The results suggest that this improvement as a function of feedback was attributable to motivational rather than learning or informational effects.

Basic Research 9 (Cont.)

***Pursuit Rotor Performance: II. Effects of Reinforcing Successively Longer Intervals of Continuous Tracking Over Practice Sessions*, Technical Report 66-22, by Richard W. Sheldon and John F. Bjorklund, December 1966.** **AD-646 799**

The objective was to determine whether pursuit rotor performance would be facilitated, and the level of achievement sustained, with the use of the reinforcement technique of shaping. The procedure used in this study was progressively lengthening, from session to session, the continuous target contact required to obtain a reinforcement, keeping the duration requirement constant within each session. Two groups of four subjects each practiced under the experimental conditions for ten 15-trial sessions. Reinforcement was provided during Sessions 2-7. Half of the experimental subjects improved appreciably during the reinforced practice. When reinforcement was withdrawn, the differences between the mean performance levels of the experimental subjects and a control group of eight subjects, who practiced without any reinforcement, were negligible.

Basic Research 10—Division No. 3 (Recruit Training)

Nonverbal and Extraverbal Communication in Groups

"Effect of Knowledge of Test Results on Subsequent Test Performance as a Joint Function of Need Achievement and Test Anxiety," by Mitchell M. Berkun and Harry A. Burdick, paper read at meeting of APA, 1963.

Approximately 400 men from two randomly selected Army basic training companies were given Sarason's scale of Test Anxiety, a preliminary Coins Test, a Creative Imagination test (after McClelland) to get a measure of n-Ach, and a second Coins Test containing new problems. Subjects were given contrived positive and negative feedback regarding their performance on the first Coins Test. Following the second Coins Test, the subjects were given an opinion and attitude questionnaire. Among the low n-Ach subjects, a specific response was found to the truth or falsity of the contrived feedback information, implying that these people apparently detected the truth or falsity of the report concerning their first Coins Test performance.

***Need Aggression Measurement*, Research Memorandum by Harry A. Burdick and Hiroshi Ono, October 1963.** **AD-638 307**

This report presents a manual of instructions which was developed for scoring TAT stories for aggression imagery (n-Agg), and describes an experiment in which the manual was used on scoring stories written by subjects on six TAT pictures. The reliability of scoring with the manual was assessed during the experiment, an attempt was made to vary level of n-Agg by introducing unpleasant stimuli into the environment, and the relationship between the perception of parents and of punishment during childhood and the need for aggression was examined. Scores were found to be positively related to the introduction of mild aversive stimuli into the environment and to the memory of early socialization experiences with punishment, to perception of parents, and to more generalized aggressive feelings.

"Effect of Preceding Rosenzweig's PF Test With the TAT," by Mitchell M. Berkun and Harry A. Burdick, *J. Clin. Psychol.*, vol. XX, no. 2, April 1964.

In a study in which moderately frustrated groups were given a series of measures of hostility or aggression, half of the 162 Army basic trainee subjects took Rosenzweig's Picture Frustration test just before taking an abbreviated modification of the TAT, and half just after the TAT. Experimental and control treatments were equally represented in both subgroups. The n-Agg score means were the same for both groups, indicating no effect of prior intrusion of the PF. On the other hand, the group whose PF immediately followed the TAT had a significantly higher extrapunitive and significantly lower intropunitive mean score than the group whose PF came first. The PF failed to discriminate among the different

Basic Research 10 (Cont.)

levels of induced hostility. Intelligence level appeared to have no demonstrable effect. It was concluded that pre-PF administration of the TAT significantly increased the repertoire of extrapunitively aggressive responses available to the subject.

"Four Motive Measures," by Harry A. Burdick and Joan S. Nettler, paper read at meeting of APA, 1964.

From scoring 1308 stories written by young male recruits coming into the U.S. Army (on six Atkinson pictures and six TAT cards), some internal consistency aspects of needs for achievement, affiliation, power, and aggression were studied. Those pictures of cards which "pulled" the greatest number of negative points on each dimension are reported. A strong negative relationship between *F* scale scores and n-Ach was also found.

Basic Research 11–Division No. 5 (Air Defense)

Programed Instruction

***Measures of Ability and Programed Instruction Performance*, Technical Report 65-12, by William H. Melching, December 1965.** **AD-629 443**

The results of several programed instruction studies recently accomplished by HumRRO Division No. 5 (Air Defense) at Fort Bliss were compared with regard to the relationship between measures of ability and measures of programed instruction performance. Although there were some exceptions, each ability measure tended to be substantially related to each measure of program-test performance. The contention that programed instruction eliminates achievement differences due to intellectual ability was not substantiated.

***The Influence of Practice Frames and Verbal Ability on Programed Instruction Performance*, Technical Report 66-1, by William H. Melching and Frank B. Nelson, January 1966.** **AD-628 444**

The effect of special practice frames upon programed instruction performance was examined using a program in Counterinsurgency. The individuals who served as subjects represented two levels of verbal ability. Practice frames enabled subjects to proceed through the program at a faster rate per frame, make fewer program errors, and score higher on a recall type of achievement test. Subjects of higher verbal ability were able to proceed through the program at a faster rate, make fewer program errors, and exhibit higher scores on all measures of achievement.

Basic Research 16–Division No. 5 (Air Defense) (Ongoing)
Visual Pattern Discrimination

"Knowledge of Results in Schematic Concept Formation," by A.D. Wright and T.R. Dixon, paper for annual meeting of Southwestern Psychological Association, New Orleans, La., April 1968; issued as Professional Paper 17-68, 8 pp., June 1968. [1] **AD-672 853**

Research on schematic concept formation (SCF) using VARGUS 7 patterns at high redundancy levels has indicated that 0% and 100% knowledge of results (KOR) does not differentially affect task performance. An experiment to determine the effect of 0%, 25%, 50%, 75%, and 100% KOR in the SCF task indicated that SCF occurred but was not differentially affected by the KOR variable. The subject's certainty of the correctness of his responses was reliably higher for correct than for incorrect responses, but was not reliably influenced by the KOR variable. These data, and earlier studies, indicate that KOR does not facilitate concept formation when the high redundancy VARGUS 7 patterns are used. There is some evidence in this study that intermediate levels of KOR may interfere with SCF.

Basic Research 18–Division No. 2 (Armor) (Ongoing)
Reinforcement Management

***Review of Concepts and Literature on Contingency Management,* Professional Paper 15-68, by Barrie Cassileth, 13 pp., June 1968.** **AD-672 484**

This paper reviews theoretical background and recent developments in contingency management. The contingency management approach applies psychological principles of reinforcement (reward) in attempting to manage behavior (or learning) by manipulating the immediate effects, or contingencies, occurring as a consequence of performance. A survey of related literature includes studies with the retarded, with deviant behavior, and with children.

---

[1] Mr. Wright was on the staff of Division No. 5 (Air Defense); Mr. Dixon was with Texas Christian University.

TECHNICAL ADVISORY SERVICE

An Analysis of the REDEYE System With Some Suggestions for Training (U), **Research Memorandum by W.L. Williams, Jr., R.R. Ridenour, D. Cooper, and T.S. Luce, December 1961 (CONFIDENTIAL). (Div. 5)** AD-379 523L

A Study of Mathematical Skills Requirements for Basic Electronics in the U.S. Army Air Defense School, **Consulting Report by John A. Cox and Richard C. Montgomery, October 1964. (Div. 5)** AD-628 701

"Human Factors in Tactical Nuclear Combat," by Robert Vineberg, presentation for members of The General Staff of the Department of the Army, Washington, January 1965; issued as Professional Paper 2-67, January 1967. (Dir. Off.) AD-647 838

This paper is a brief description of an extensive study made by HumRRO on the psychological effects of nuclear warfare. The general objectives of the study were to draw together information that might provide a basis for predicting human behavior in nuclear warfare, to analyze this information for implications concerning possible preparation for such warfare, and to develop a means for estimating psychological casualties. The major findings and conclusions are presented. Emphasis is given to certain specific social, psychological, military, and training factors which affect casualty rates. There is a description of a method which was developed for adjusting casualty rates, based on psychological factors, for use in war games.

Human Factors in Tactical Nuclear Combat, **Technical Report 65-2, by Robert Vineberg, April 1965. (Dir. Off.)** AD-463 787

The general objectives of this study are to gather information that may provide bases for predicting human behavior in nuclear warfare, to analyze this information for implications concerning possible preparation for such warfare, and to develop a means for estimating the psychological casualties that are likely to occur on the nuclear battlefield. Part I is a description and analysis of man's response to extreme stress, based on a review of relevant literature. Part II is a description of a method developed for estimating the extent of psychological casualties to be expected in tactical nuclear combat. It is concluded that man can, in general, cope with the severest forms of stress in civilian and military life. Nevertheless, because the greater and continuing stresses of nuclear combat may increase neuropsychiatric casualties, implications are that special training, given simultaneously with his training in specific skills and knowledges, would prepare the soldier to fight and survive in a nuclear environment.

The Application and Test of the FORECAST Concept of Electronics Maintenance on Navy LORAN Equipment, **Technical Report 65-3, by Edgar L. Shriver and Robert C. Trexler, May 1965. (Div. 1)** AD-616 753

This report describes the Technical Advisory Service rendered to the Navy in connection with Work Unit FORECAST concept of electronics maintenance. This concept is presented as a collection of policies, methods, techniques, and services integrated in a plan for improved level of electronics maintenance in the services. Special reference is made to the application of the FORECAST concept to the Navy LORAN system and to the resulting products and level of performance achieved. In implementing FORECAST procedures, Navy chief petty officers, working with FORECAST scientists, produced a technical manual and training program, using an especially designed device and programed instruction. The same tests in identifying malfunctions in LORAN systems were given to 86 Navy electronics technicians, FORECAST trained, and to 12 graduates of a conventional Navy course. FORECAST students identified 39% of the bad parts; conventionally trained students, 13%.

"The Soldier in Nuclear Combat," by Saul Lavisky, *Army Dig.*, vol. 21, no. 8, August 1966. (Dir. Off.)

Shillelagh Guidance Requirements and Gunner Tracking Proficiency (U), **Technical Report 67-6, by Donald F. Haggard, 33 pp., June 1967 (CONFIDENTIAL). (Div. 2)** AD-383 245L

Recent graduates of Advanced Individual Training, Armor were tested on a tracking simulator to estimate their ability to meet anticipated Shillelagh gunnery requirements. Estimates of time to lay and fire and percent time on target after firing were obtained. These estimates were compared with estimates obtained for experienced gunners. Re-laying after sight displacement, and maintaining a tracking rate during periods of target obscuration, were very difficult when diagonal movement was necessary, but not when only horizontal movement or only vertical movement was sufficient. Missile flare effects did not reduce tracking ability, but appeared to interfere with the learning of tracking skills. Simulator performance compared favorably with dry-run tracking performance at White Sands Proving Ground. (U)

A Suggested General SOP for the Preparation of Equipment Serviceability Criteria, **Technical Report 67-10, by Paul G. Whitmore, Jr., 36 pp., June 1967. (Div. 2)** AD-656 808

Equipment Serviceability Criteria (ESC) are required by Army regulation on maintenance-significant, mission-essential equipment. The ESC is used to determine the combat readiness of equipment and thus of combat units. Therefore, the validity of the information provided is critical and can best be assured by a systematic method for preparing the ESC. Developing systematic procedures on an exploratory basis involved two phases. In the first, checks are selected to determine the equipment's immediate and ensuing 90-day capability to perform as required by its mission, and in the second, performance requirements are established for accomplishing the checks. Suggestions were developed for a communication system for effectively transmitting the requirements to the man who will perform the checks.

"Human Performance in the Cold," by William F. Fox, *Human Factors*, vol. 9, no. 3, June 1967; issued as Professional Paper 2-68, 21 pp., January 1968. (Div. 4) AD-665 213

The literature dealing with human performance in the cold is reviewed. Seven major areas are discussed: tactile sensitivity, manual performance, tracking, reaction time, complex behaviors, maintaining hand skin temperature (HST) as a means of maintaining operator effectiveness, and adaptation and acclimatization to low ambient temperatures. Performance decrements at low ambient temperatures appear to result principally from lowered HST and competing stimuli provided by the cold environment.

Flight Evaluation Procedures and Quality Control of Training, **Technical Report 68-3, by Paul W. Caro, Jr., 32 pp., March 1968. (Div. 6)** AD-667 512

Aspects of flight evaluation data input at the Rotary Wing Department, U.S. Army Aviation School, during 1961-63, were studied with reference to formal quality control system requirements. It was found that significant agreement did exist between instructor and checkpilot evaluations, but that this agreement could be a reflection of information available to the checkpilot prior to the checkride, rather than commonality of instructor and checkpilot standards. Checkride grades were also found to reflect individual checkpilot standards and the student's stage of training. Current grading practices were studied to determine the usefulness, for quality control purposes, of the kinds of detailed diagnostic information available on individual student performance.

Technical Advisory Service (Cont.)

Instructor's Guide to Performance Counseling, **Research By-Product by Joseph A. Olmstead, 21 pp., March 1968. (Div. 4)**

This guide presents fundamental concepts and techniques for the conduct of performance counseling by instructors, tactical officers, and other personnel who may be required to appraise the performance of students and to communicate the results of their appraisals to students. Along with specific suggestions for the counseling interview, the special responsibilities of the instructor are detailed. The materials may be applicable in a variety of instructional contexts.

Research By-Products resulting from Technical Advisory Service are listed in Part III.

GENERAL

(Items Not Directly Related to Specific Elements in the Work Program or Items Related to Several Elements)

1952

"Leadership and Small-Group Behavior," by Launor F. Carter, paper presented at Second Conference of Social Psychology, April 1952; published in *Group Relations at the Crossroads: University of Oklahoma Lectures in Social Psychology*, Muzafer Sherif and M.O. Wilson (eds.), Harper & Brothers, New York, 1953. (Div. 3)

Some theoretical considerations are presented regarding the nature of the problem of groups and of leadership.

1953

***Psychological Warfare Research: A Long Range Program—Part One, Essential Background Information (U)*, Special Report 2, March 1953 (CONFIDENTIAL). (Psywar)** AD-2 314

Background information bearing on planning of long-range psywar research is discussed.(U)

***Analysis of Variance Designs With Disproportionate Subclass Numbers*, Staff Memorandum by Victor H. Denenberg, August 1953. (Div. 2)**

***A Study of Groups: A Review of the Literature*, Staff Memorandum by Richard Blum, August 1953. (Div. 3)** AD-645 158

A review of the evolution of and methodology in group research, including group dimensions, leadership, morale, inter-group relations, types of groups, group membership and individual stress reactions, and foreign military applications of group techniques. A bibliography of 785 references is included.

***A Follow-up Study of NCO Leaders School Graduates*, Information Report by Carl H. Rittenhouse, September 1953. (Div. 3)** AD-486 297

Two matched groups of enlisted men, one composed of graduates of NCO Infantry Leaders Schools, were compared on the characteristics of ranks, assignments, and awards. Although the Leaders School graduates attained a somewhat higher average final rank, received more infantry•assignments, and received more combat infantry badges, little clear evidence of superior leadership among Leaders School graduates was found in the comparisons.

"Recording and Evaluating the Performance of Individuals as Members of Small Groups," by Launor F. Carter, paper for American Psychological Association convention, September 1953. (Div. 3)

College men were formed into groups of four or eight members and run on a reasoning task, a mechanical assembly task, and a discussion task, either in emergent-leader or appointed-leader situations. At the end of each task, two observers rated the subjects on 19 variables (such as the individual's cooperation, efficiency, confidence, prestige, insight, initiative, and leadership). In spite of considerable variation in groups, three factors emerged: individual prominence, group goal facilitation, and group sociability. These results indicated that leadership is not a single basic dimension.

1954

"A Method for Computing the Kendall Tau Coefficient," by Harold F. Bright, *Educ. Psychol. Measmt.*, vol. 14, 1954. (Dir. Off.)

***What HumRRO Is Doing*, Research Bulletin 1, March 1954. (Dir. Off.)** AD-28 859

F

1955

"Some Notes on Cumulative Scales," by Ira H. Cisin, *J. Rural Sociol.*, vol. 20, 1955. (Dir. Off.)

"An IBM Application to Scaling Problems," by Arnold A. Heyl, paper for meeting of American Sociological Society, 1955. (Dir. Off.)

"Multiple Criteria in Productivity Studies of Military Groups," by Ira H. Cisin and Francis H. Palmer, paper for meeting of American Sociological Society, 1955. (Dir. Off.)

A methodological approach to generalization of criteria in studies of group effectiveness is discussed.

What HumRRO Is Doing, Research Bulletin 2, March 1955 (with supplement, April 1955). (Dir. Off.) AD-62 216

A Survey of the Basic Airborne Training Course at Fort Benning, Georgia, Special Report 4, by Charles Windle, April 1955. (Div. 4) AD-63 872

A survey of the basic Airborne training course revealed that those who completed the course successfully were well trained for parachuting into combat with minimum likelihood of injury. The report offers suggestions, based on the findings of the survey, for changes in selection and training methods which should tend to reduce attrition during training.

"The Effect of Various Interview Techniques in Evoking Fear Responses," by Charles Windle, Howard McFann, and Joseph Ward, *J. Clin. Psychol.*, vol. XI, no. 2, April 1955. (Div. 4)

A Survey on Morale and Leadership as Affected by the ATFA-1 Armored Division, Staff Memorandum by Boyd L. Mathers, September 1955. (Div. 2) AD-482 182L

"The Planning of Program Research," by Meredith P. Crawford, paper for symposium at American Psychological Association convention, September 1955. (Dir. Off.)

"A Comparison Between the Peace Time Psychiatric Casualty Rates of Parachutists and Non-Parachutists," by Charles Windle and MAJ Harold E. Parker, *J. Clin. Psychol.*, vol. XI, no. 4, October 1955. (Div. 4)

1956

What HumRRO Is Doing, 1955, Research Bulletin 3, April 1956. (Dir. Off.) AD-94 294

"Dig That Atomic Foxhole," by Henry E. Kelly, *Army*, June 1956. (Div. 4)

1957

"Twice-Told Tales About One-Tailed Tests," by Mitchell M. Berkun, *Psychol. Newsltr.*, no. 9, 1957. (Div. 3)

This paper presents a methodological discussion of the use of a one-tailed test based on prediction of the outcome in a reported study of conformity.

Annotated Bibliography of Research Studies in Aviation Mechanical Maintenance Training, Staff Memorandum by Robert T. Root, March 1957. (Div. 1)

"Factors in the Recovery From Approach-Avoidance Conflict," by Mitchell M. Berkun, *J. Exp. Psychol.*, vol. 54, no. 1, July 1957. (Div. 3)

An Annotated Bibliography of Research on Training Aids and Training Devices, Staff Memorandum by Robert T. Root, August 1957. (Div. 1) AD-637 219

"A Method of Wide Applicability for Testing Hypotheses About the Structure of Qualitative Variables," by R.G. Demaree, paper for American Psychological Association convention, September 1957. (Div. 5)

What HumRRO Is Doing, January 1956-June 1957, Research Bulletin 4, December 1957. (Dir. Off.) AD 158 174

1958

The Conduct of Field Studies, Staff Memorandum by Ralph H. Kolstoe, March 1958. (Div. 1) AD-487 525

"Are Initial Responses to a Learning Sequence Random?" by Hilton M. Bialek, paper for American Psychological Association convention, September 1958. (Div. 3)

> College students, randomly placed into 24 groups of 15 each, were told to look at a panel of lights arranged in a circle and to guess which one of the lights would be turned on. They indicated their choice before the light appeared, during 60 trials. The number of alternatives was varied from three to six. In all but two cases, the groups were doing something other than random guessing from the beginning of the sequences. Randomness of initial responses to the established binary random sequence and methodological implications are discussed.

"Methodology of Establishing Military Research Requirements," by Joseph C. Hammock, paper for American Psychological Association convention, September 1958. (Div. 5)

"The Man-Rifle Weapon in Atomic War," by Howard Sarvis, *Guns*, December 1958. (Div. 4)

"Research in Army Training: Present and Future," by Meredith P. Crawford, paper for U.S. Army Infantry Conference, The Infantry Center, Fort Benning, Ga., December 1958. (Dir. Off.)

What HumRRO Is Doing, July 1957-June 1958, Research Bulletin 5, December 1958. (Dir. Off.) AD-207 291

1959

"Further Comment on Classical and Instrumental Conditioning," by Mitchell M. Berkun, *Canad. J. Psychol.*, vol. 13, no. 4, 1959. (Div. 3)

"Some Considerations on Human Factors in Future Combat," by John L. Finan, paper read at the Army War College, Carlisle, Pa., January 1959. (Dir. Off.)

"Toward Better Armor Training Management," by Robert A. Baker, *Armor*, vol. LXVIII, no. 2, March-April 1959. (Div. 2)

"Gradients of Generalization in Secondary Reinforcement," by Bruce O. Bergum, paper for annual meeting of Midwestern Psychological Association, Spring 1959; published in *J. Exp. Psychol.*, vol. 59, no. 1, January 1960. (Div. 5)

Some Problems in the Description of Jobs for Electronic Maintenance Training, by Robert Vineberg, paper for Research Planning Conference on Job Qualifications Analysis, Office of Naval Research, Washington, May 1959. (Div. 1)

"A Conceptual Approach to Training Research," by Meredith P. Crawford, address at the Army Science Conference, United States Military Academy, June 1959; in *Proceedings of the 1959 Army Science Conference*, Army Research Office, Office of the Chief of Research and Development, Department of the Army, Washington, vol. I. (Dir. Off.)

"Focus on Man," by John L. Finan, *Army*, vol. 9, no. 12, July 1959. (Dir. Off.)

"The Role of Media in Education and Training," by William A. McClelland, paper for USAF-NRC Symposium on Education and Training Media, Washington, August 1959; in *Education and Training Media, a Symposium*, Glen Finch (ed.), Publication 789, National Academy of Sciences–National Research Council, Washington, 1960. (Div. 1)

"The Use of Part-Task Trainers and Operational Equipment as Training Devices," by William A. McClelland, paper for American Psychological Association convention, September 1959. (Div. 1)

HumRRO Presentations to Third Meeting of NIKE ZEUS Training Panel, Ordnance Guided Missile School, Redstone Arsenal–(1) "Introduction and Overview," by T.R. Vallance, (2) "What Is an Adequate Task and Skill Analysis?" by Robert G. Smith, Jr., (3) "Some Comments on Content and Methods Based on Electronic Systems Training Research," by William A. McClelland–Research Bulletin 6, November 1959. (Dir. Off.) **AD-628 960**

"The Science of Training Soldiers," by Meredith P. Crawford, with foreword by LTG Arthur G. Trudeau, *Army Info. Dig.*, vol. 14, no. 11, November 1959. (Dir. Off.)

Training Methodology and Training Research: Their Application in the Development of Training Programs, by Robert Vineberg, paper for Institute for Federal Employee Development Officers, National War College, Washington, November 1959. (Div. 1)

"Research and Development in Training and Education," by Meredith P. Crawford, paper for Symposium on the Contributions of Military Research to Education and Training, Northwestern University, Evanston, Ill., December 1959; issued as Professional Paper 18-67, April 1967. (Dir. Off.) **AD-651 931**

> This paper contains a discussion of the common problems of educational and military establishments in regard to the teaching and learning of new knowledges and skills. Developments in military research that have possible application to civilian educational fields are presented. The state of the technology of training and education is described in a six-step procedure of job analysis, specification of knowledges and skills, construction of the training program, achievement testing, construction of proficiency tests, and evaluation of training programs.

1960

"Army Research in Human Factors" [by LTC David Cooper], paper for symposium at annual meeting of Southwestern Psychological Association, Spring 1960.[1] (Div. 5)

"The Concept of a Technology of Training," by Robert G. Smith, Jr., paper for symposium at annual meeting of Southwestern Psychological Association, Spring 1960. (Div. 5)

"The Utilization of Master's Level Personnel in Military Training Research," by Robert G. Smith, Jr., paper for symposium at annual meeting of Southwestern Psychological Association, Spring 1960. (Div. 5)

"Research in Military Laboratories," by J.D. Lyons, paper for symposium at meeting of Southern Society for Philosophy and Psychology, April 1960. (Div. 6)

---

[1] Colonel Cooper was the Unit Chief of the U.S. Army Air Defense Human Research Unit.

What HumRRO Is Doing, July 1958-June 1959, Research Bulletin 7, April 1960. (Dir. Off.) AD-236 771

Scales and Standards for Military Training Research, Research Memorandum by Robert G. Smith, Jr., May 1960. (Div. 5) AD-815 649L

"How Fast Can You Hit Him?" by Howard C. Sarvis, *Guns*, vol. 6, July 1960. (Div. 4)

"*The Professional Soldier: A Social and Political Portrait*, by Morris Janowitz," review by Meredith P. Crawford, *Armor*, vol. LXIX, no. 4, July-August 1960. (Dir. Off.)

"'RCAF Experience With the Training of NATO Aircrew,' by Squadron Leader E.P. Sloan," discussion by Meredith P. Crawford at NATO Defence Psychology Symposium, Paris, France, August 1960; published in *Defence Psychology*, Frank A. Geldard (ed.), Pergamon Press, New York, 1962. (Dir. Off.)

Human Factor Problems Associated With Flight at Low Altitude and High Speed, Subcontractor's report, August 1960 (Subcontractor: Lockheed Aircraft Corporation). (Div. 6) AD-815 211L

> The primary objective of this annotated bibliography is to provide a compilation of studies concerned with the effects of prolonged high-speed low-altitude flight on aircrew performance. Most of the human factor problems involved result from vibration and buffeting, acceleration forces, motion sickness, and overburdened visual and psychomotor processes. Most of the studies are concerned with human performance under conditions involving some of the specific characteristics of such flight.

"The Role of Expectancy in Auditory Vigilance," by Arthur Floyd, Jr., Gary D. Griggs, and Robert A. Baker, paper for American Psychological Association convention, September 1960; published in *Percept. Mot. Skills*, vol. XIII, no. 2, October 1961. (Div. 2)

"Some Relationships Between Training Research and Human Engineering in the Design of Weapon Systems," by Theodore R. Vallance, paper for the 6th Annual Army Human Factors Engineering Conference, Fort Belvoir, Va., October 1960. (Dir. Off.)

1961

"Shop Talk and Technical Writing," by William T. Battrick, *STWP Rev.*, vol. 8, no. 1, January 1961. (Div. 2)

"COED - A Device for the Experimental Study of Man-Machine Systems," by R.H. Johnson, D.A. Gordon, B. Bergum, and W.E. Patterson, *J. Human Factors Soc.*, vol. 3, no. 1, March 1961. (Div. 5)

"Interrelationship of Three Measures of Motivation," by Harry A. Burdick, *Psychol. Rep.*, vol. 8, no. 2, April 1961. (Div. 3)

> Chi square tests of need for achievement, need for affiliation, and need for power scores on six pictures for two independent groups, 215 college students and 201 recent members of the U.S. Army, indicated that these measures of motivation were statistically independent and might be combined in research.

"An Overview: HumRRO Organization and Research" [by W.L. Williams, Jr.], paper for symposium at annual meeting of Rocky Mountain Psychological Association, Spring 1961. (Div. 5)

"Performance of Mental Deficients on a Simple Vigilance Task," by J. Roger Ware, Robert A. Baker, and Raymond R. Sipowicz, paper for annual meeting of Midwestern Psychological Association, Spring 1961; published in *Amer. J. Ment. Defic.*, vol. LXVI, no. 4, January 1962. (Div. 2)

"Double Tenth–Research: Human Resources," by Meredith P. Crawford, *The George Washington University Federalist*, vol. VIII, no. 2, Spring 1961.[1] (Dir. Off.)

"Design and Evaluation of Printed Job Aids for Electronics Repairmen," by Arthur J. Hoehn, James P. Rogers, and Charles D. Fink, paper for U.S. Army-Industry Maintenance Publications Conference, Fort Knox, Ky., May 1961. (Div. 1)

"How Far Should Training Be Automated? or A Perspective for the Training Manager on the Automation of Military Courses of Instruction," by William A. McClelland, paper for Training Command Commanders' Conference, Aberdeen Proving Ground, Md., May 1961; amplified version presented to USCONARC, Fort Monroe, Va., June 1961. (Dir. Off.)

"Improved Manuals for Man-Machine Systems Through Task Analysis," by Eugene F. MacCaslin, paper for U.S. Army-Industry Maintenance Publications Conference, Fort Knox, Ky., May 1961. (Div. 1)

"Let's Take a Look at HumRRO Activities" [by LTC A.H. Eliasson], *Army Aviation*, May 1961.[2] (Div. 6)

"Science and Army Training: What HumRRO Researchers Are Doing," by LTC Franklyn J. Michaelson, *Army*, vol. 11, no. 10, May 1961.[3]

"Effects of Intelligence on Signal Detection in Visual and Auditory Monitoring," by J. Roger Ware, *Percept. Mot. Skills*, vol. XIII, no. 1, August 1961. (Div. 2)

What HumRRO Is Doing, Research Bulletin 8, August 1961. (Dir. Off.) AD-262 127

"Auditory Vigilance in Repeated Sessions," by J. Roger Ware, Raymond R. Sipowicz, and R.A. Baker, *Percept. Mot. Skills*, vol. XIII, no. 2, October 1961. (Div. 2)

"Effects of Intelligence on Vigilance: A Replication," by Raymond R. Sipowicz and Robert A. Baker, *Percept. Mot. Skills*, vol. XIII, no. 3, December 1961. (Div. 2)

"Effects of Practice on Visual Monitoring," by Robert A. Baker, Raymond R. Sipowicz, and J. Roger Ware, *Percept. Mot. Skills*, vol. XIII, no. 3, December 1961. (Div. 2)

"The Heavens and the Fields," by Marvin Parrott, *Revue Militaire Générale*, no. 8, Paris, France, October 1961. (Div. 2)

Leadership at Higher Levels of Command as Viewed by Senior and Experienced Combat Commanders, Research Memorandum by MG Edmund B. Sebree, USA Ret., December 1961 (For Official Use Only). (Div. 3) AD-478 740L

This special research project was established for exploration of (a) the respects in which higher-level leadership varies from leadership below division level; (b) the knowledge of psychology or sociology required by higher commanders; (c) the importance of traits of the leader in the exercise of high-level leadership; and (d) the impact of the group being led, and of the situation, upon the exercise of high-level leadership. This paper is a compilation of information on these topics obtained from personal letters to 100 senior and experienced combat officers and supplemented by other source material such as official records and military biographies. The text also includes profiles of six leaders successful at high levels of command. The diversity in personality and techniques characterizing successful leaders facing various command problems is illustrated.

[1] "Double Tenth" is a two-part article celebrating the tenth anniversary of HumRRO, and the tenth anniversary of the University's Navy Graduate Comptrollership Program.

[2] Colonel Eliasson was the Unit Chief of the U.S. Army Aviation Human Research Unit.

[3] Colonel Michaelson was Chief, Research Division, Individual Training Directorate, DCS Individual Training, USCONARC, Fort Monroe, Va.

"Let's Take a Look at Aviation Training Research," by LTC Arne H. Eliasson, *Army Aviation*, vol. 10, no. 12, December 1961.[1] (Div. 6)

"Responses to Transformations: Remembering and Understanding" [by Edmund B. Coleman], paper for meeting of the Linguistic Society of America, Chicago, December 1961. (Div. 5)

"Selected Current Research in Military Psychology," by Carl J. Lange, paper for U.S. Military Academy, West Point, N.Y., December 1961. (Div. 4)

1962

"Concepts of Training," by Meredith P. Crawford, in *Psychological Principles in System Development*, Robert M. Gagné (ed.), Holt, Rinehart, and Winston, New York, 1962. (Dir. Off.)

"The Systems Concept as a Principle of Methodological Decision," by John L. Finan, in *Psychological Principles in System Development*, Robert M. Gagné (ed.), Holt, Rinehart, and Winston, New York, 1962. (Dir. Off.)

"A Procedure for Controlling Army School Curricula," by William A. McClelland, paper for meeting of Working Group for the Army School System Study, USCONARC, Fort Monroe, Va., January 1962. (Dir. Off.)

"Identifying Training Needs and Translating Them Into Research Requirements," by Theodore R. Vallance and Meredith P. Crawford, Chapter 16 in *Training Research and Education*, Robert Glaser (ed.), University of Pittsburgh Press, Pittsburgh, January 1962. (Dir. Off.)

"When It's Dark in the Daytime," by COL Henry E. Kelly [USA Ret.], *Army*, vol. 12, no. 6, January 1962. (Div. 4)

"Why Prone?" by COL Henry E. Kelly [USA Ret.], *Army*, vol. 12, no. 8, March 1962. (Div. 4)

"The Effects of Knowledge of Results (True and False) on Vigilance Performance," by Edward W. Weidenfeller, Robert A. Baker, and J. Roger Ware, *Percept. Mot. Skills*, vol. XIV, no. 2, April 1962. (Div. 2)

"Signal Detection by Multiple Monitors," by Robert A. Baker, J. Roger Ware, and Raymond R. Sipowicz, *Psychol. Rec.*, vol. 12, no. 2, April 1962. (Div. 2)

"Teaching Machines and Programmed Learning in Use: In the Army - The Past and Plans," by J. Daniel Lyons, paper for symposium at meeting of Southern Society for Philosophy and Psychology, Memphis, April 1962. (Div. 6)

"Some Contributions of Training Research to the Personnel Systems Concept," by William A. McClelland, in *Tri-Service Conference on New Approaches to Personnel-Systems Research*, ONR Symposium Report ACR-76, Washington, May 1962. (Dir. Off.)

"Training for Performance Under Stress," by S. James Goffard, paper for meeting of District of Columbia Psychological Association, May 1962. (Dir. Off.)

"The Effects of Reward and Knowledge of Results on the Performance of a Simple Vigilance Task," by Raymond R. Sipowicz, J. Roger Ware, and Robert A. Baker, *J. Exp. Psychol.*, vol. 64, no. 1, July 1962. (Div. 2)

"Sustained Vigilance I - Signal Detection During a 24-Hour Continuous Watch," by Robert A. Baker, J. Roger Ware, and Raymond R. Sipowicz, *Psychol. Rec.*, vol. 12, no. 3, July 1962.(Div. 2)

---

[1] Colonel Eliasson was the Unit Chief of the U.S. Army Aviation Human Research Unit.

"Vigilance: A Comparison in Auditory, Visual, and Combined Audio-Visual Tasks," by Robert A. Baker, J. Roger Ware, and Raymond R. Sipowicz, *Canad. J. Psychol.*, vol. 16, no. 3, September 1962. (Div. 2)

What HumRRO Is Doing, Research Bulletin 9, September 1962. (Dir. Off.) AD-284 961

"The Engineering of Training," by Meredith P. Crawford, paper for Army Human Factors Engineering Conference, U.S. Army Infantry Center, Fort Benning, Ga., October 1962. (Dir. Off.)

"Practical Aspects of the Behavioral Sciences," by Meredith P. Crawford, paper for the Washington Academy of Sciences, Washington, November 1962. (Dir. Off.)

"Current Views on Psychology and Leadership," by Carl J. Lange, paper for U.S. Military Academy, West Point, N.Y., December 1962. (Div. 4)

"Reversibility of the After-Images of Ambiguous Figures," by Robert O. Wood, Jr., paper for meeting of Texas Psychological Association, San Antonio, December 1962. (Div. 5)

1963

"Draft Policy Statement on Effects of Fatigue and Confinement," by Norman Willard, Jr., paper for U.S. Army Armor Policy Conference, Fort Knox, Ky., January 1963 (incorporated in Conference Recommendations, Sixth Quadripartite Conference on Armour, Bovington, England, 8-16 May 1963). (Div. 2)

"Helicopter Formation Flying," by Wallace W. Prophet, *U.S. Army Aviation Dig.*, vol. 9, no. 2, February 1963. (Div. 6)

"Training Research in the United States Army," by William A. McClelland, paper for Training Conference for the National Security Industrial Association, Fort Bliss, Tex., February 1963. (Dir. Off.)

"Human Processing of Olfactory Information," by Robert H. Wright and Kenneth M. Nichols, paper for Bionics Symposium, Wright-Patterson AFB, Ohio, March 1963; in *1963 Bionics Symposium Contributed Paper Preprints*, Aeronautical Systems Division and the Aerospace Medical Research Laboratories, Wright-Patterson AFB, Ohio, March 1963. (Div. 6)

"Programmed Instruction and the Technology of Training," by Robert G. Smith, Jr., paper for meeting of National Society for Programmed Instruction, March 1963. (Dir. Off.)

"The Guiding Assumptions of Liberal Arts Programming: A Psychologist's View," by Theodore R. Vallance, *J. Higher Educ.*, vol. XXXIII, no. 4, April 1963. (Dir. Off.)

"Vigilance Performance Under Conditions of Redundant and Nonredundant Signal Presentation," by William C. Osborn, Richard W. Sheldon, and Robert A. Baker, *J. Appl. Psychol.*, vol. 47, no. 2, April 1963. (Div. 2)

"Criteria for Career Force Structure," by Norman Willard, Jr., paper for Inter-Service Conference on Techniques for Determining the Military Career Force Structure, Washington, May 1963. (Div. 2)

"The Effects of Verbal and Non-Verbal Knowledge of Results on Detection Performance," by J. Roger Ware, Boyd Kowal, and Robert A. Baker, paper for annual meeting of Midwestern Psychological Association, Chicago, May 1963. (Div. 2)

"Vigilance Performance Under Conditions of Single Versus Multiple-Type Signal Presentation," by William C. Osborn, Robert A. Baker, and Richard W. Sheldon, paper for annual meeting of Midwestern Psychological Association, Chicago, May 1963. (Div. 2)

"Training Research Utilizing Man-Computer Interactions: Promise and Reality," by William A. McClelland, paper for Avionics Panel program, Advisory Group for Aeronautical Research and Development, Athens, Greece, July 1963; issued as Professional Paper 23-67, June 1967. (Dir. Off.) AD-654 818

Several conceptual propositions in regard to man and the computer are offered. The nature of training research is examined. There is also a brief categorization of human behavior to suggest some of the uses and some of the difficulties in the utilization of computers in training research. The role of the training research psychologist dealing with large groups of people in mass instruction in a military setting is discussed, as is the importance of the computer for data processing and as a tool for simulating complex behavior.

"A Tentative Taxonomy of Task Demands," by Eugene F. MacCaslin, paper for American Psychological Association convention, Philadelphia, September 1963. (Div. 1)

"The Evaluation of Systems-Analytic Training Programs," by Eugene A. Cogan, paper for 9th Annual Army Human Factors Research and Development Conference, Washington, October 1963; issued as Professional Paper 29-67, June 1967. (Dir. Off.) AD-637 246

Methods of evaluating, or validating, an experimental training program are discussed, and needs for improvement in methodology are noted. An adaptation of HumRRO's seven-step paradigm of the development of the training program is used as a frame of reference. The paper includes description of various aspects of evaluating a program, including assessing proficiency, assessing costs and feasibility, and developing and evaluating the system job model.

"What Programmed Instruction Is—And Isn't," by Robert G. Smith, Jr., paper for Bureau of Naval Weapons Training Conference, Washington, October 1963. (Dir. Off.)

"Evaluation of Prospective Social Relationships: A Function of Comparison Level and Predicted Outcome Level," by Arthur L. Miller, *J. Abnorm. Soc. Psychol.*, vol. 67, no. 5, November 1963. (Div. 2)

"Lao Buddhism: A Vehicle for Technical Change," by Arthur Niehoff, paper for meeting of American Anthropological Association, San Francisco, November 1963; published under the title, "Theravada Buddhism: A Vehicle for Technical Change," *Human Organization*, vol. 23, no. 2, Summer 1964. (Div. 7)

1964

"Human Factors in Cold Weather Operation," by Wallace W. Prophet and Russel E. Schulz, *U.S. Army Aviation Dig.*, vol. 10, no. 1, January 1964. (Div. 6)

"Effect of Increasing Signal Load on Detection Performance of a Vigilance Task," by J. Roger Ware, Robert A. Baker, and Richard W. Sheldon, *Percept. Mot. Skills*, vol. 18, no. 1, February 1964. (Div. 2)

"The Role of Experimenter Attitude and Contingent Reinforcement in a Vigilance Task," by J. Roger Ware, Boyd Kowal, and Robert A. Baker, *Human Factors*, vol. 6, no. 1, February 1964. (Div. 2)

"Assembly (?) or Defensive (?) Areas," by COL Henry E. Kelly, USA Ret., *Infantry*, vol. 54, no. 2, March-April 1964. (Div. 4)

"Beyond Programed Instruction," by Robert G. Smith, Jr., Presidential Address for meeting of National Society for Programmed Instruction, San Antonio, April 1964. (Dir. Off.)

"The Improvement of Human Performance Through Research," by Meredith P. Crawford, paper for the Institute of Research Administration, American University, Washington, April 1964. (Dir. Off.)

"Programmed Instruction Under a Demand Feedback Schedule," by William H. Melching, paper for National Society for Programmed Instruction convention, San Antonio, Tex., April 1964; published in *NSPI J.*, vol. V, no. 2, February 1966. (Div. 5)

"Discipline," by MG E.B. Sebree [USA Ret.], *Army*, vol. 14, no. 10, May 1964. (Div. 3)

This article discusses the positive and negative aspects of discipline as interpreted by commanders in the U.S. Army in a variety of situations. It is proposed that the proof of real discipline is in achievement, that discipline is gained by motivation, and that discipline is manifested not by "spit and polish" but by a cheerful and intense desire to obey. It is further postulated that discipline is motivated by personal recognition and a sense of being fairly treated both by superiors and by the Army as an institution, and that the end product held together by discipline is that important characteristic of the commander–leadership.

"Interfaces Between Operations Research and Human Factors Research," by Eugene A. Cogan, paper for U.S. Army Operations Research Symposium, Moline, Ill., May 1964; issued as Professional Paper 12-67, March 1967. (Dir. Off.) AD-649 863

This paper is a discussion of the interrelation between Human Factors Research and Operations Research. The two disciplines share objectives, and they have many similarities in how they approach a problem and how they judge the critical elements in the work and in the results. The special viewpoints and skills of each discipline seem to complement those of the other. The author suggests some of the problem areas in which closer contact between the two disciplines would be of advantage to them and to the Army.

***An Annotated Bibliography on Proficiency Measurement for Training Quality Control*, Research Memorandum by Robert G. Smith, Jr., June 1964. (Dir. Off.)** AD-613 522

This annotated bibliography is a comprehensive list of literature available in the field of proficiency measurement for training quality control; it supplements *Controlling the Quality of Training*, Technical Report 65-6, June 1965.

***An Annotated Bibliography on the Determination of Training Objectives*, Research Memorandum by Robert G. Smith, Jr., June 1964. (Dir. Off.)** AD-448 363

This annotated bibliography lists literature available on developing training objectives. It supplements *The Development of Training Objectives*, Research Bulletin 11, June 1964.

***The Development of Training Objectives*, Research Bulletin 11, by Robert G. Smith, Jr., June 1964. (Dir. Off.)** AD-448 364

This Research Bulletin is the first of several publications designed to present general accounts of the technology for developing training. It describes modern concepts and techniques used in determining training objectives, selected as being practical for Army training personnel. An annotated bibliography of literature available in the field, *An Annotated Bibliography on the Determination of Training Objectives*, Research Memorandum, June 1964, supplements this report.

"*Vigilance: A Symposium*, by Donald N. Buckner and James J. McGrath (eds.)," review by Robert A. Baker, *Psychol. Rec.*, vol. 14, no. 3, July 1964. (Div. 2)

"Command Leadership," by Joseph A. Olmstead, paper for Air Command and Staff College, Air University, Maxwell AFB, Ala., September 1964. (Div. 4)

"Learning Theory and Research Paradigms Applied to Training Research: Some Dissonances," by Eugene F. MacCaslin and Eugene A. Cogan, paper for American Psychological Association convention, Los Angeles, September 1964; issued as Professional Paper 13-68, 6 pp., May 1968. (Div. 1) AD-671 060

While the problems and methods of learning theory and training technology seem similar they are in fact subtly different. Illustrations of dissonance are discussed, using the following natural but inefficient extrapolations from academic traditions: to test a training program, compare two candidate programs, to compare two training devices, hold *Ss*, training time, and method constant; the problem of a training program is a special case of transfer of training; a single objective task analysis may be used for any of several research purposes; and training methods for psychomotor performance and sensory discrimination are the best investment of training research.

✓**"A Review of Recent Research and Development on Military Leadership, Command, and Team Function," by Meredith P. Crawford, paper for American Psychological Association convention, Los Angeles, September 1964; issued as a Research Memorandum, 27 pp., September 1964 (AD-478 288); published under the title, "Training for Leadership, Command, and Team Function," in *Psychological Research in National Defense Today*, J.E. Uhlaner (ed.), Technical Report S-1, U.S. Army Behavioral Science Research Laboratory, June 1967. (Dir. Off.)**

"Statistical Judgment: A Study of Mean Length and Mean Inclination," by Arthur Miller, Robert Baker, and Richard Jones, paper for American Psychological Association convention, Los Angeles, September 1964. (Div. 2)

"A Military Career," by MG Edmund B. Sebree [USA Ret.], *Infantry*, vol. 54, no. 5, September-October 1964. (Div. 3)

This article examines the problem of junior Army officer attrition as related to motivation and morale.

"Army Human Factors Information Developments," by A. James McKnight, paper for symposium at meeting of Human Factors Society, Washington, October 1964. (Div. 1)

"Effects of Method of Presentation, Modes and Response Category Knowledge of Results on Detection Performance in a Vigilance Task," by J. Roger Ware and Robert A. Baker, *J. Eng. Psychol.*, vol. 3, no. 4, October 1964. (Div. 2)

"Sustained Vigilance II: Signal Detection for Two-Man Teams During a 24-Hour Watch," by J. Roger Ware, Robert A. Baker, and Eugene Drucker, *J. Eng. Psychol.*, vol. 3, no. 4, October 1964. (Div. 2)

"Training Oriented Human Factors Engineering of Army Aircraft," by Robert H. Wright, paper for symposium at Army Human Factors Research and Development Conference, Fort Rucker, Ala., October 1964. (Div. 6)

1965

"Military Applications of Programed Instruction" and "Management Considerations in Programed Instruction," by Robert G. Smith, Jr., papers for NATO Conference on Military Applications of Programmed Instruction, Naples, Italy, April 1965; issued as Professional Paper 7-67, February 1967. (Dir. Off.)

AD-647 840

The first paper indicates the influence of military applications of programed instruction on the development of modern concepts of programing, and describes a number of specific applications of its use by the Air Force, Army, and Navy. The discussion in the second paper is directed toward the training officer considering the use of programed instruction and covers such areas as: advantages; costs; factors to be considered in selecting courses to be programed; how to obtain programs; how to decide whether or not an available program is suited to a particular need; what to consider in planning to contract with a programing firm, and writing a program. Necessary attitudes of a programer and the demands of his job are outlined, as are the problems of management that must be faced and solved.

✓**"The Application of Programed Instruction to Foreign Language and Literacy Training," by Eugene H. Rocklyn, paper for NATO Conference on Military Applications of Programmed Instruction, Naples, Italy, April 1965; issued as Professional Paper 8-67, February 1967. (Div. 7)**

AD-647 841

This paper provides a view of some existing self-instructional programs for foreign language training, especially for use by the military in training large numbers of men with varied abilities. The advantages of good self-instructional language training programs over conventional courses are discussed, and the development of one program is traced from its inception to its successful conclusion. By comparison, self-instructional materials for literacy training in the United States have not been developed to the same extent, and problems in this area are discussed.

***Controlling the Quality of Training,* Technical Report 65-6, by Robert G. Smith, Jr., June 1965. (Dir. Off.)** AD-618 737

The need for a quality control system in a military training program and methods of establishing such a unit are described and evaluated in this report, which is part of a research project in the technology for developing training. It is stated that the purpose of quality control is to ensure a satisfactory standard of competence among the students who graduate, to maintain this quality by a continuous monitoring process, and to improve training where it is found to be deficient. In order to function successfully, a quality control system should constitute a separate unit, independent of but cooperating with the instructional departments. Attention is given to proficiency testing as the chief means of measuring the success of the training program, with emphasis upon the importance of a uniform standard and consistent method in the preparation, administration, and scoring of tests. The report is supplemented by *An Annotated Bibliography on Proficiency Measurement for Training Quality Control*, Research Memorandum, June 1964.

"Disaster at Little Big Horn," by MG E.B. Sebree [USA Ret.], *Infantry*, vol. 55, no. 4, July-August 1965. (Div. 3)

This paper presents an example of the lack of communications, tactics, unity, and leadership that became the disaster at Little Big Horn.

"Dimensions of Simulation," by Meredith P. Crawford, Presidential Address for Division of Military Psychology at American Psychological Association convention, Chicago, September 1965; published in *Amer. Psychol.*, vol. 21, no. 8, August 1966; also issued as Professional Paper 5-66, October 1966. (Dir. Off.) AD-642 806

The uses of simulation in research and development training as well as in the broader field of education are explored. The major uses of simulation are discussed, with special emphasis on the perceptual structuring of environments in relation to occupations prefacing a discussion of the uses of simulation for training and the measurement of its outcomes. Some suggested psychological dimensions of simulations emerge from the discussion.

"A Study of Backward Chaining," by John A. Cox and Lynn M. Boren, *J. Educ. Psychol.*, vol. 56, no. 5, October 1965. (Div. 5)

Thirty men were trained to perform a 72-action procedure on Nike Hercules equipment. Three different training techniques were used, 10 men being trained with each technique. First, the actions were organized into seven operant spans and taught in reverse chronological order. Second, the same operant spans were taught in chronological order. Third, the complete procedure was taught without grouping actions into operant spans. Each subject was required to learn the procedure to one perfect performance. The amount of training time was collected as the score for each subject. Comparisons were made between the mean training times for the three techniques. No differences larger than chance were found.

"Psychological Research in Electronics Maintenance Training," by W.A. McClelland, paper for Director of Electrical and Mechanical Engineer's Study Period, Arborfield, England, November 1965; issued as Professional Paper 22-67, May 1967. (Dir. Off.) AD-653 620

In order to establish a frame of reference for the British audience, HumRRO's role and mission in Army research and development, the U.S. Army personnel and maintenance systems, and a procedure for curricular control are briefly described. The bulk of the paper is devoted to selected examples of HumRRO R&D in electronics maintenance training. FORECAST, JOBTRAIN, MAINTRAIN, LIMIT, and REPAIR are cited.

***Short-Term Memory: An Annotated Bibliography*, Technical Report 65-13, by Donald Reynolds and Richard D. Rosenblatt, December 1965. (Div. 1)** **AD-627 394**

The bibliography is divided into 12 areas: Information Theory; Proactive and Retroactive Interference and Interpolated Activities; Set, Subject-Strategies, and Coding Techniques; Paired-Associate [illegible]; Simultaneous Listening and Memory Span Studies; Rate and Mode of Stimulus Presentation; Rate and Order of Recall, and Serial and Sequential Tasks; Methods, Theory, and Review Articles; Meaningfulness, Degree of Learning, and Stimulus Organization; Age Differences; Comparisons of Short-Term Memory and Long-Term Memory; Perceptual Studies. There are 170 articles annotated, and extensive cross-indexing to facilitate location of articles. Although the earliest study included is dated 1910, the majority of articles were published from 1959 through 1964. Use of multiple presentation of stimuli, even if the material was "immediately recalled," was labeled "learning" rather than "memory" and was excluded.

1966

"The Relationship between Vigilance and Monotonous Work," by Robert A. Baker and J. Roger Ware, *Ergonomics*, vol. 9, no. 2, March 1966. (Div. 5)

"Factors Influencing Utilization of Research Findings in Institutional Change," by J. Daniel Lyons, paper for annual meeting of Southeastern Psychological Association, New Orleans, April 1966; issued as Professional Paper 2-66, April 1966. (Div. 1) **AD-634 839**

Some of the factors and conditions which appear to have influenced the utilization by the U.S. Army of HumRRO research findings are presented and discussed.

"Men, Machines, and the Software Middle Man," by Edgar L. Shriver, paper for meeting of Society of Technical Writers and Publishers, Huntsville, Ala. March 1966; issued as Professional Paper 3-66, April 1966. (Div. 1) **AD-634 213**

The common elements of recently developed new concepts of electronics maintenance are described. Some possible applications of these concepts for changes in the jobs of technical writers are discussed.

"Learning to Lead," by MG Edmund B. Sebree, USA Ret., *Military Rev.*, vol. XLVI, no. 5, May 1966. (Div. 3)

This article presents an historical examination of leadership and characteristics of the leader. Statements on the issue by prominent military leaders of the world and a "career pattern" derived from personnel records of more than 200 officers are presented. Leadership is defined broadly as a social interaction between the leader as an individual, the men being led, and a vast number of varying situational factors. Essential leadership traits are condensed under the headings: professional knowledge, setting and demanding high standards, and showing consideration for others. Leadership is characterized as a dynamic interaction process which is learned, not taught.

"Models *of* and *for* Training," by Eugene A. Cogan, presentation at Human Factors Working Group at 17th Military Operations Research Symposium, Monterey, Calif., May 1966; included in *Training Models*, Professional Paper 13-66, December 1966. (Dir. Off.)

"Individualization of Instruction," by Howard H. McFann, paper for symposium at 12th Annual Army Human Factors Research and Development Conference, Fort Benning, Ga., October 1966; included in *Individual and Small-Unit Training for Combat Operations*, Professional Paper 21-67, May 1967. (Div. 3)

"Training for Modern Combat Operations," by T.O. Jacobs, paper for symposium at 12th Annual Army Human Factors Research and Development Conference, Fort Benning, Ga., October 1966; included in *Individual and Small-Unit Training for Combat Operations*, Professional Paper 21-67, May 1967. (Div. 4)

"The Utility of Data From Field Performance Measurement," by A. James McKnight, presentation at annual meeting of the Human Factors Society, Anaheim, Calif., November 1966; issued as Professional Paper 10-67, March 1967. (Div. 1) AD-649 866

The thesis of this presentation is that in conducting field performance measurement, the researcher wishes to obtain an estimate of individual or group performance with respect to some larger system. Three general points where he frequently fails to apply this objective to the field measurement process are discussed. First, in defining the tasks, the performance is often unwittingly changed so that it no longer conforms to the goals of the system. Secondly, the ability to obtain an estimate of field performance is frequently degraded by failure to maintain representative sampling in the selection or weighting of performance tasks. Finally, departure from observable system behavior in favor of some judgmental estimate of behavioral effectiveness in selecting performance measures leaves the relation of behavior to system goals unknown, and limits the utility of the data with regard to other aspects of the same system or to other systems.

***The Design of Instructional Systems,* Technical Report 66-18, by Robert G. Smith, Jr., November 1966. (Dir. Off.)** AD-644 054

This report, based on an extensive survey of current literature, describes and discusses a system approach to designing training and considers factors bearing on training effectiveness. An efficient instructional system is conceived as one in which the components form an integrated whole, achieving maximum effectiveness at the least possible cost. Components considered in this report include presentation media, student management, techniques for practicing knowledge and performance, knowledge of results, directing student activities toward the goals of the training program, and testing and evaluating the system in terms of efficiency and cost. The report is supplemented by *An Annotated Bibliography on the Design of Instructional Systems,* Technical Report 67-5, May 1967.

✓***HumRRO Techniques in Course Development,* Professional Paper 15-66, by Meredith P. Crawford, December 1966; based on a paper for Administrator's Training Seminar, Bureau of Personnel, U.S. Navy, Washington, May 1966. (Dir. Off.)** AD-646 979

After a short description of HumRRO and its research program, techniques that have evolved for developing an effective training program are described. The steps are: (a) Analyze the military system in which the job is located; (b) analyze the particular job and its place in the system; (c) develop proficiency measures; (d) specify the knowledges and skills needed by the individual in the job; (e) determine training objectives; (f) construct the training program; and (g) test the program.

✓***Training Models,* Professional Paper 13-66, December 1966; papers for Human Factors Working Group at 17th Military Operations Research Symposium, Monterey, Calif., May 1966. (Div. 1, Dir. Off.)** AD-646 978

I. "The Formulation of Training Problems," by Harold G. Hunter (Exploratory Study 43);
II. "Models *of* and *for* Training," by Eugene A. Cogan (General).

The first paper covers training from the systems perspective—including such aspects as specificity of training objectives, resources available, job context, technologies used—and describes a system for training development. Communication at interfaces of user/training developer, trainer/user, and trainer/and monitoring HQ is critical. The need for research on the information flow between the agencies and toward generalized training models is emphasized. The second paper discusses models *for* and *of* training. Models *for* training include job performance, feedback, allocation, Management-Production, and Psychometrics. The state-of-the-art provides no single model *of* the training process. Additional work on modeling is needed for the process *of* training, realism in training, standards of performance, and mission effectiveness.

"Army Utilization of HumRRO R&D Products," by Paul Lavisky, paper for annual Industry Conference of the American Textbook Publishers Institute, Cherry Hill, N.J., December 1966.

1967

Goal-Directed Leadership: Superordinate to Human Relations?, **Professional Paper 11-67, March 1967; papers for symposium at American Psychological Association convention, New York, September 1966. (Divs. 3,4)** AD-649 864

"The View From the Top—The Demands of Organizational Leadership," by Joseph A. Olmstead (HIGHLEAD); "The Apprentice Leader—Preparation for a Role," by Paul D. Hood (NCO); "The View From the Underside—Task Demands and Group Structures," by Clay E. George (UNIFECT); "The Man in the Middle—A Mixed Role," by T.O. Jacobs (OFFTRAIN).

These presentations are concerned with leadership in hierarchical organizations. Leadership theory and practice have been characterized by conflicting views of trait theorists, "human relations" advocates, and "reality-centered" proponents. Research dealing with military leadership and with small group effectiveness within a military setting has led to a more coherent picture of leadership, integrating certain aspects of these views applicable to several different levels within the military organization. From this work, symposium members have made extrapolations meaningful to leadership theory in goal-directed organizations other than the military.

HumRRO Research on Human Performance, **Professional Paper 14-67, by Meredith P. Crawford, April 1967; based on a paper for Department of Psychology, Purdue University, May 1966. (Dir.Off.)** AD-651 045

This paper is a discussion of the operation of an organization performing basic and applied psychological research and exploratory development for a large client system. The Human Resources Research Office of The George Washington University is used as a case study in the ways in which research psychologists deal with practical problems. The organizational framework is explained, with particular emphasis on HumRRO's relationship with the Army as client. The current major research activities directed toward improving Army training and performance, and the steps between a research idea and the use of the final product of that idea, are discussed.

An Annotated Bibliography on the Design of Instructional Systems, **Technical Report 67-5, by Robert G. Smith, Jr., May 1967. (Dir. Off.)** AD-653 128

The bibliography is divided into seven major areas: I, Systems—General; II, Training Systems; III, Presentation of Knowledge; IV, Practice of Knowledge; V, Practice of Performance; VI, Management of Students; and VII, Additional Material. The major areas are further divided into sub-topics where appropriate. There are 449 annotated entries in the bibliography, dating from 1950 to 1965. Key-word-in-context (KWIC) and author indexes are included. This bibliography supplements *The Design of Instructional Systems*, Technical Report 66-18, November 1966.

Individual and Small-Unit Training for Combat Operations, **Professional Paper 21-67, May 1967; papers for symposium at 12th Annual Army Human Factors Research and Development Conference, Fort Benning, Ga., October 1966. (Divs. 3,4)** AD 653 845

"Training for Modern Combat Operations," by T.O. Jacobs (General); "A Case Study of the Development of an Individual Combat Training Program," by Joseph S. Ward (RIFLEMAN); "The Foundations for Leader Training," by Theodore R. Powers (ROCOM); "Training for Coordination Within Rifle Squads," by Clay E. George (UNIFECT); "Individualization of Instruction," by Howard H. McFann (General).

Particular training programs are described in these five papers based on numerous research projects concerned with military training and training methods. A review and assessment of training research, primarily that for the Army combat arms, are in the first paper. The second paper deals with the coordination requirements imposed on rifle squads, and with methods of training for coordination. In the third paper a method of job assessment of ROTC graduates' initial-duty assignments is described with a view toward the design of training objectives. The ten steps in a complete job of curriculum engineering of an individual training program are described in the fourth paper. In the final paper there is a discussion of orienting instruction to take into account the important dimensions of the way people differ from one another.

***Human Factors Research in Support of Army Aviation*, Professional Paper 27-67, June 1967; papers for symposium at annual meeting of Southeastern Psychological Association, Atlanta, Ga., April 1967. (Div. 6)** AD-655 126

√ **"Human Factors in Complex Systems," by Francis H. Thomas (OBSERVE); "Helicopter Training Devices in Support of Army Aviation," by Paul W. Caro, Jr. (ECHO); "Aviator Performance Under Stress," by Wiley R. Boyles (Exploratory Study 50).**

These three papers were presented as part of a symposium concerned with human factors implications in Army aviation performance and training. The first paper deals with human factor problems in complex systems, particularly problems encountered in the aerial reconnaissance and surveillance subsystem of the Combat Intelligence System. The initial concern has been to improve human effectiveness in collecting battle area information through new training methods and techniques. The second paper deals with the effectiveness of the synthetic helicopter flight training devices and their usefulness for transfer of training from a rotary-wing instrument flight qualification course to performance on the actual helicopter. The third paper concerns research on aviator stresses during combat missions. The research objectives were to provide the Army with readily usable information on variables that affect aviator performance, and to integrate this information into a system of performance prediction.

√**"Training the Editor: Skills Are Not Enough," by Lola M. Zook, paper for symposium at International Technical Communications Conference, Society of Technical Writers and Publishers, Chicago, May 1967; issued as Professional Paper 28-67, 11 pp., June 1967. (Dir. Off.)** AD-654 772

While it is obvious that a trainee technical editor needs to learn editorial skills and techniques, it is less obvious but not less important for the trainee to acquire certain attitudes in and toward his work as an editor. Viewpoints and work patterns that characterize experienced editors are used as a basis for formulating a series of concepts about the key elements in the training of an editorial apprentice. These concepts are discussed in terms of the development, in a tutorial-type on-the-job training environment, of attitudes and viewpoints that will increase the professional capabilities of the trainee.

√**"Training Research for the Army," by Saul Lavisky, *Phi Delta Kappan*, vol. XLVIII, no. 9, May 1967. (Dir. Off.)**

√**"Simulation in Training and Education," by Meredith P. Crawford, paper for NATO Symposium, Paris, France, July 1967; issued as Professional Paper 40-67, 19 pp., September 1967. (Dir. Off.)** AD-660 013

The key concepts of system and simulation as they are applied to training and education are discussed in this paper. Five general characteristics of machine-ascendant systems that facilitate the orderly design process of training simulators are presented. The conceptualization of the behavior of organizations and their members in systems terms is cited as an important resource for determining objectives of education.

√**"The Human Factor in Army Aviation," by Wallace W. Prophet, *Aviation Dig.*, vol. 13, no. 8, August 1967; issued as Professional Paper 43-67, 5 pp., September 1967. (Div. 6)** AD-660 076

In an article in observance of the 25th anniversary of U.S. Army aviation, some research activities are described to illustrate the attention being given to the most important factor in Army aviation—the human factor. Research in sub-areas that are part of the human factors field, such as personnel selection, training methods, prediction of performance, performance assessment, training devices, simulation, and human engineering, is also described.

Technical Manuals for Maintenance Support: A Maintenance Rationale, Some Research Findings, and Some Projections, **Professional Paper 37-67, by C.D. Fink, 14 pp., August 1967; based on a paper for AMC Maintenance Manual Council, Fort Knox, Ky., June 1967. (Div. 1)** **AD-659 079**

This paper considers electronics maintenance concepts and research findings in relation to development and use of technical manuals for use in maintenance. The experimental development of maintenance manuals that give attention to easy-to-follow troubleshooting procedures is described, with special reference to effective utilization of military personnel on their first tour of duty. Some projections regarding the use of technical manuals are included.

1968

"Guidelines for Manpower Training as Developed by the Human Resources Research Office," by William A. McClelland and J. Daniel Lyons, paper for annual meeting of Highway Research Board, Washington, January 1968. (Dir. Off.)

Utilization of Behavioral Science Research in a Large, Operational System, **Professional Paper 7-68, by William A. McClelland with the technical assistance of Angela D. Bentz, 7 pp., March 1968; based on a paper for Conference on Social Research and Military Management of the Inter-University Seminar on Armed Forces and Society, University of Chicago, June 1967. (Dir. Off.)** **AD-667 631**

The operation and organizational framework of the Human Resources Research Office are described with particular emphasis on the research and development relationship with the U.S. Army as a client. Some of the factors and conditions which appear to have influenced the utilization by the U.S. Army of HumRRO findings are presented and discussed.

"Individualization of Instruction–Issues and Problems," by Robert G. Smith, Jr., paper for National Society for Programmed Instruction convention, San Antonio, Tex., April 1968. (Dir. Off.)

"The Role of the Technical Editor in His Professional Development," by Lola M. Zook, paper for symposium at International Technical Communications Conference, Society of Technical Writers and Publishers, Los Angeles, May 1968; issued as Professional Paper 19-68, 12 pp., June 1968. (Dir. Off.) **AD-673 435**

In the term "technical editor," "technical" means something different for virtually every individual and every job, but "editor" provides common ground across jobs and disciplines. As a basis for considering how a technical editor can contribute to his own professional development, the paper discusses skills, attitudes, and activities that characterize the professional editor, taking into account the special problems faced by the editor who works with technical subject matter.

From Research to Practice in Electronics Maintenance Training, **Professional Paper 21-68, by William A. McClelland, 10 pp., June 1968; based on a paper for USCONARC School Curriculum Conference, Fort Knox, Ky., February 1967. (Dir. Off.)** **AD-674 738**

The problem of converting research results into training practice in the area of U.S. Army electronics maintenance is discussed. The need for a systematic, generalized procedure for designing, testing, and revalidating training courses is emphasized. Functional context training and a course using new instructional techniques are described.

Part III: Research By-Products

RESEARCH BY-PRODUCTS AND EXPERIMENTAL MATERIALS

Human factors research and development directed toward the improvement of a specific Army activity often produces by-products, such as documents, materiel, manuals, or textual materials used in the study, which may be suitable for operational use by the Army. Although direct utilization may be possible, such materials typically require adaptation for operational application. These by-products, which are devised as part of the research process, range from specific items such as training programs or job aids to more general materials having human factors relevance in training and other activities.

ACHILLES

Job performance test for Nike IFC maintenance technicians:

Part II of Research Memorandum, *A General Note on the Development and Use of Job Performance Tests and a Detailed Description of Performance Tests for NIKE IFC Technicians*, by W.L. Williams, Jr., and Paul G. Whitmore, Jr., March 1959.

AREA

Illustrations of problems for instructor use in area training:

Examples of Cross-Cultural Problems Encountered by Americans Working Overseas: An Instructor's Handbook, by Robert J. Foster, May 1965.

AREA I

Listing of films, books, and readings useful for instructors of area training programs:

Technical Report 67-11, *Some Resources for Area Training*, by Robert J. Foster and David T. O'Nan, September 1967. AD-660 057

ARMORCOM I

Communications training program (ASubSch 17-600) and performance test for tank radio operators:

Appendices B and C of Special Report 9, *Simplification of the Panel Layout on Standard Series Tank Radios*, by Boyd L. Mathers, July 1957.

ARMORNITE XIII

Ground surveillance radar signals taped for target discrimination training:

Supplementary materials to Technical Report 90, *Operator Proficiency in Interpreting Ground Surveillance Radar Signals (AN/TPS-33)*, by Alfred J. Kraemer, David L. Easley, Arthur L. Miller, and Paul H. Stevenson, June 1964 (For Official Use Only).

BASICTRAIN

Performance test of basic infantry skills for BCT graduates:

Staff Memorandum, *Basic Infantry Skills Performance Test, ATP 21-114*, by George D. Greer, Jr., Finis W. Wilson, and Morton G. Wolpert, March 1956.

BASICTRAIN I

Minimal training goals and analysis by subject of the Army Training Program for Basic Combat Training:

Technical Report 67, *The Development of a List of Minimal Training Goals for Basic Combat Training*, by Albert Elkin, December 1960.

CIVIC II

Case histories of cross-cultural technical aid projects:

Research Memorandum, *A Selected Bibliography of Cross-Cultural Change Projects*, by Arthur H. Niehoff and J. Charnel Anderson, October 1964.

CLASSIC I

Operating procedures for guided missile personnel:

Part II of Technical Report 51, *A Study of Human Factors in the Operation of the Nike Ajax System, Part I: The Training Problems and Requirements. Part II: "The Shooting Team"—Recommended Operating Procedures* (For Official Use Only), with supplementary data and questionnaire in Research Memorandum, *A Study of Human Factors in the Operation of the Nike Ajax System, Part III: Technical Appendices*, by Randall M. Hanes and Robert A. Goldbeck, November 1958 (For Official Use Only).

COMTAC I

Compilations of message content in patrol operations, and tentative system for development of a code:

Appendices A, B, and C and Figures 3, 4, and 5 of Technical Report 67-7, *A Content Analysis of Communications Within Army Small-Unit Patrolling Operations*, by Ronald L. Brown, June 1967.

CONTACT II-III

Self-instructional taped courses with related printed materials for Russian and Mandarin Chinese languages:

Supplementary materials to Technical Report 65-14, *A Self-Instructional Course in Russian*, by Eugene H. Rocklyn, December 1965, and Technical Report 65-15, *Development and Evaluation of a Tactical Mandarin Chinese Language Course*, by Catherine Garvey and Eugene H. Rocklyn, December 1965.

EBAT

Combat readiness check for light weapons infantryman:

Technical Appendices to draft report on experimental evaluation of the basic and advanced training of the light weapons infantryman, by Robert L. Weislogel, Paul L. Schwarz, Albert J. Kubany, and Robert A. Baker, September 1954.

ECHO II

A device training program for the captive helicopter training device:

Appendix A to Technical Report 68-9, *The Captive Helicopter as a Training Device: Experimental Evaluation of a Concept*, by Paul W. Caro, Jr., Robert N. Isley, and Oran B. Jolley, June 1968. AD-673 436

FIREPOWER IV

Target detection training program including slides:

Supplementary materials and Appendices to Research Memorandum, *Target Detection: Study 1, A Preliminary Investigation of the Trainability of Target Detection and Distance Estimation Skills*, by Edward A. Stark, Peter C. Wolff, and Donald F. Haggard, July 1961.

FIREPOWER VI

Firing tables for tank gunners:

Appendices A and B of Research Memorandum, *An Improved Series of Firing Tables for the Tank Gunner*, by Arnold B. Woodruff, Edward A. Stark, and Norman Willard, Jr., June 1959.

FORECAST II-III

Guide to task analysis and use of training techniques for electronic systems maintenance:

A Procedural Guide for Technical Implementation of the FORECAST Methods of Task and Skill Analysis, by Edgar L. Shriver, C. Dennis Fink, and Robert C. Trexler, July 1961. AD-262 771

Description of mockups used to teach electronics repairmen the fundamental principles of troubleshooting and repairing equipment.

FORECAST Mockup System Technical Description, by C. Dennis Fink, Robert C. Trexler, James E. Birdsall, and Edgar L. Shriver, September 1961. AD-637 726

FORECAST IV

Practical exercise equipment for Sergeant missile system maintenance training:

Published as training manual by U.S. Army Ordnance Guided Missile School, Redstone Arsenal, Ala., January 1964; developed from Research Memorandum, *A Description of SNAP Programming*, by Edgar L. Shriver and Robert C. Trexler, May 1963.

Scrambled books for teaching troubleshooting of the HIPAR transmitter:

SNAP Programming: Troubleshooting the Improved NIKE Hercules HIPAR Transmitter, by Edgar L. Shriver and Robert C. Trexler, February 1964, Supplement to Research Memorandum, *A Description of SNAP Programming*, by Edgar L. Shriver and Robert C. Trexler, May 1963.

HAWKEYE

Technical materials for training of Hawk CW radar maintenance technician:

- Instructor's manuals and guides:
  - *Operation and Symptom Collection, CWAR, AN/MPQ-34*, instructor's manual, November 1966.
  - *Operation and Symptom Collection, HPIR, AN/MPQ-34*, instructor's manual, February 1967.
  - *Operation and Symptom Collection, HPIR, AN/MPQ-39*, instructor's manual, March 1967.
  - Instructor's guides for signal tracing:
    - CWAR – Displays – 18 Practical Exercises
    - CWAR – Antenna – 16 Exercises
    - CWAR – Receiver – 18 Exercises
    - CWAR – Transmitter – 24 Exercises
    - CWAR – Miscellaneous – 15 Exercises
  - *Instructor's Guide, Lab: Test Equipment Meters, TS 505A/U, TS 352A/U, and AN/PSM6*, November 1966.
  - *Instructor's Guide for Student Practice in Setting Up Meter (TS 505A/U) and Reading Scales.*
  - *Test Equipment – Oscilloscope – AN/USM-50C*, instructor's guide – conference.
- Manuals:
  - *Troubleshooting Within a Stage*, manual, 93 pages (covers 93 HAWK CW circuits).
  - *Test Equipment Meters, TS 505A/U, TS 352A/U, and AN/PSM6*, manual, November 1966.
  - *Test Equipment – Oscilloscope – AN/USM-50C*, manual.
- Training aids:
  - A special Oscilloscope Signal Generator.
  - A test panel for Multimeter training.
  - Ninety circuit boards (and power supplies) which duplicate Hawk CW circuits for practical exercises in troubleshooting within a stage.

NGO

Guidelines and materials for preparation of instructional objectives:

Chapters 2, 3, and 4 and Appendix A of Technical Report 66-4, *The Derivation, Analysis, and Classification of Instructional Objectives*, by Harry L. Ammerman and William H. Melching, May 1966; material adapted and used in USCONARC Pamphlet No. 350-14, *Training: Student Performance Objectives*, December 1966.

INTACT

Standardized performance checklist (PPDR) and progress records on fixed wing aircraft proficiency measurement (based on material prepared for Work Unit LIFT):

Pilot Performance Description Record, O-1.
Pilot Performance Description Record, U-6.
Pilot Performance Description Record, TL-180.
Daily Progress Records, O-1.
Daily Progress Records, U-6.
Daily Progress Records, TL-180.

Manual of flight maneuvers required in the Primary Phase of Army Flight Training:

Primary Fixed Wing Contact and Instrument Flight Manual, Cessna 180 (prepared jointly by HumRRO and United States Army Aviation School, Fort Rucker, Ala.), November 1960.

JOBTRAIN I-II

Guidance for design and development of training programs for electronics maintenance repairmen:

Research Memorandum, *The Development of Training Programs for First Enlistment Repairmen: I. How to Define Training Objectives*, by Arthur J. Hoehn and Andrew H. McClure, July 1960.

Research Memorandum, *The Development of Training Programs for First Enlistment Personnel in Electronics Maintenance MOS's: II. How to Analyze Performance Objectives to Determine Training Content*, by Arthur J. Hoehn, January 1960.

Research Memorandum, *The Development of Training Programs for First Enlistment Personnel in Electronics Maintenance MOS's: III. How to Design the Handbook Materials*, by Arthur J. Hoehn, February 1960.

Research Memorandum, *The Development of Training Programs for First Enlistment Personnel in Electronics Maintenance MOS's: IV. How to Design Training Methods and Materials*, by Arthur J. Hoehn, February 1960.

JOBTRAIN III

Procedural guides for checking equipment, necessary troubleshooting steps:

Published as Southeastern Signal Corps School manuals, *TA-182/U Checkout Manual; AN/TCC-3 Checkout Manual; AN/TCC-7 Checkout Manual; AN/TCC-11 Checkout Manual; PP-826/U Checkout Manual; TH-5/TG Checkout Manual;* and *Radio Set AN/GRC-50;* 1962-1964.

LEAD I

Critical Combat Performances, Knowledges, and Skills Required of the Infantry Rifle Platoon Leader:

Land Navigation, March 1966.
Counterintelligence, July 1966.
Human Maintenance Under Campaign Conditions, July 1966.
Messenger Communication, July 1966.
Observation, Combat Intelligence, and Reporting, July 1966.
Radio Communication, July 1966.

LEAD I (Cont.)

Visual Sound and Tactical Communication, July 1966.
Wire Communication, July 1966.
Use of Indirect Supporting Fires, April 1967.
Infrared Weaponsight & Image Intensification, August 1967 (For Official Use Only).
Cover, Concealment, and Camouflage, September 1967.
Antipersonnel Mine M 18A1 (Claymore), September 1967.
Physical Conditioning, November 1967.
Protection Against Mines, Boobytraps, and Warning and Illuminating Devices, by Frank L. Brown and John D. Loomis, January 1968.
Self-Aid, First Aid and Evacuation, by Elizabeth Y. Felton, T.O. Jacobs, and Kenneth Perkinson, January 1968.
Patrolling, by Fred K. Cleary, March 1968.
Rifle, 5.56mm M16, by Staff, LEAD I, March 1968.
Hand Grenades, by Frank L. Brown, April 1968.
Mounted and Dismounted Platoon Combat Formations, by Staff, LEAD I, April 1968.
Tactical Movement, by Henry E. Kelly, April 1968.
Squad Formations, Battle Drill, and Elementary Fire and Maneuver, by Arthur J. DeLuca and George J. Magner, June 1968.

LEAD II

Programed booklets for training of leaders of small infantry units:
Combat Formations and Battle Drill, June 1966.
Fundamentals of Defensive Combat, Forward Rifle Platoon, May 1966.

LIFT

Standardized performance checklist (PPDR) for flight proficiency measurement on rotary wing aircraft and manual of instructions for check pilot training in use of PPDR:
Pilot Performance Description Record, OH-13.
Pilot Performance Description Record, OH-23.
Pilot Performance Description Record, H-19.
Pilot Performance Description Record, CH-21.
Pilot Performance Description Record, CH-34.
Pilot Performance Description Record, UH-1.

Daily Progress Records, H-23.

PPDR Handbook: Use of Pilot Performance Description Record in Flight Training Quality Control, by George D. Greer, Jr., Wayne D. Smith, Jimmy L. Hatfield, Carroll M. Colgan, and John O. Duffy, December 1963.

LIFT I

Instructors' standardized description of helicopter maneuvers for student pilots:
Manuals, *Experimental Edition, Instructor Patter for H-23 Helicopter Training*, March 1957, and *Experimental Edition, Instructor Patter for H-13 Helicopter*, August 1957.

Standardized helicopter maneuver descriptions for instructor and trainee use:
Training manual, *Standardized Maneuvers for H-23 Helicopter Training*, September 1957.

LIFT IV

SOPs for scheduling, conducting, and evaluating class results of checkrides:
Appendices A and B of Consulting Report, *A System of Flight Training Quality Control and Its Application to Helicopter Training*, by John O. Duffy and Carroll M. Colgan, June 1963.

LIMIT I

Program of instruction on the operation of a gasoline engine fuel system, lesson plans and achievement tests for low-aptitude enlisted personnel:

Staff Memorandum, *Special Lesson Plans: Gasoline Engine Fuel System*, by Robert Anneser and Robert S. Beecroft, February 1958.

LOCK-ON I

Scales, checks, and forms for evaluating Nike IFC operators:

Research Memorandum, *On-Site Training of Guided Missile Operators: Evaluation Materials*, by Myron Woolman, October 1960.

Training program for on-site Nike IFC operators:

Training manual, *USARADCOM Integrated Fire Control Training Guide*, July 1957, and supplementary materials to Technical Report 64, *On-Site Training of Guided Missile Operators*, by Myron Woolman, August 1960; also published as Army Training Circulars TC 44-4, *NIKE-AJAX Launching Area Training Guide*, September 1961, TC 44-5, *NIKE-AJAX Battery Control Area Training Guide*, October 1961, and TC 44-6, *NIKE-HERCULES Launching Area Training Guide*, January 1962.

MAINTRAIN III

Procedures for maintenance on complex weapon systems for the Nike-Ajax launcher and assembly area personnel:

Research Memorandum, *A Survey of Organizational Maintenance of the Nike Ajax Missile*, by Robert A. Goldbeck, Emanuel Kay, W.L. Williams, Jr., and James P. Rogers, July 1960 (Subcontractor: American Institute for Research).

MAINTRAIN V

Troubleshooting manual for guided missile systems:

Experimental manual, *Assembly Area Trouble Shooting Manual—Missile Guidance Set AN/DPW-11, Guided Missile Test Set AN/DSM-12, Guided Missile Electrical Test Set M22 (Nike-Ajax Antiaircraft Guided Missile System)*, undated.

Guide to the preparation of improved manuals for use in the troubleshooting of complex electronic equipment:

Preparation of MAINTRAIN Troubleshooting Manuals, Working Paper, by James P. Rogers and Julia S. Harris, October 1964.

Proposed contents for troubleshooting manuals:

Appendix B of Technical Report 65-1, *The Development and Evaluation of an Improved Electronics Troubleshooting Manual*, by James P. Rogers and H. Walter Thorne, March 1965.

MALT

Short, self-instructional, job-oriented Vietnamese language program:

Self-instructional taped course with related printed materials for programed Basic Vietnamese Course.

Description, course content, and examples of speaking and comprehension tests and speaking lessons, in text and appendices of Technical Report 67-1, *Programed Learning in Vietnamese: Construction and Evaluation of a Short Practical Language Course*, by Alfred I. Fiks and Dinh Van Ban, January 1967.

MAPREADING

Mapusing training program including proficiency test:

Appendices to Technical Report 11, *The Map-Using Proficiency of Basic Trainees*, by Robert B. Tallarico, William E. Montague, and Victor H. Denenberg, September 1954.

MAPUSING

Requirement indices of map skills for infantry, armor, and reconnaissance combat personnel in each of seven levels of responsibility:

Table 3 of Technical Report 43, *A Survey of Map Skills Requirements*, by Eugene A. Cogan, Norman E. Willmorth, and Donald C. Findlay, September 1957.

MAPUSING VI

Survey test of map reading for officers:

Supplementary materials to working paper on the proficiency of officers in reading and using maps, by Donald C. Findlay, Eugene G. Roach, and Pauline T. Olson, January 1958.

MBT I

Lists of job duties for crew members of the Main Battle Tank (MBT-70):

Interim Report, *Preliminary Outline of Driver Duties and Tasks for US/FRG MBT-70*, by R.E. Kraemer, G.G. Boycan, and L.C. Pierce, May 1967.

Interim Report, *Preliminary Outline of Gunner Duties and Tasks for US/FRG MBT-70*, by G.G. Boycan, R.E. Kraemer, and R.W. Graham, May 1967.

Interim Report, *Preliminary Outline of Tank Commander Duties and Tasks for US/FRG MBT-70*, by G.G. Boycan and R.E. Kraemer, May 1967 (For Official Use Only).

Interim Report, *Preliminary Outline of Organizational Maintenance Duties and Tasks for US/FRG MBT-70 (Section I, Automotive Maintenance)*, by R.W. Graham and W.C. Osborn, January 1968.

Interim Report, *Preliminary Outline of Organizational Maintenance Duties and Tasks for US/FRG MBT-70 (Section II, Turret Maintenance)*, by W.C. Osborn and R.W. Graham, January 1968.

US/FRG MBT-70 Crew Functional Procedures and Performance Standards, by G.G. Boycan, January 1968.

Preliminary Outline of Crew Duties and Tasks for Operation of the M60A1E1/E2, by L.C. Pierce, Jr., February 1968.

METHOD II

Programed Instruction for portions of the ADPS (Fieldata) Programming Course:

Basic Computer Programming: A Self-Instructional Course, Booklet, June 1967; *Answer Booklet to Basic Computer Programming: A Self-Instructional Course*, Booklet, June 1967.

Samples of course content and problems from experimental portions used for the ADPS (Fieldata) Programming Course:

Appendix A to Technical Report 68-4, *The Application of Theoretical Factors in Teaching Problem Solving by Programed Instruction*, by Robert J. Seidel and Harold G. Hunter, April 1968. AD-669 281

MOBILITY I

Tank maintenance and operation checklist:

Appendix A of Staff Memorandum, *A Survey of First Echelon Maintenance Practices and Their Effects*, by Donald J. Baerman, September 1956.

MOBILITY IV-V

Job requirements for maintenance duties of armor mechanics and supervisors:

Part 2 of task paper, *MOBILITY: Review of Problems and Past Research, Conceptualization of the Task, and Plan of Current and Future Research*, by John P. Smith, June 1960.

MOBILITY VI

- Malfunction indicator lists for the M48A1 tank:
  - Part II of Staff Memorandum, *Malfunction Indicator Lists for the M48A1 Tank*, by Ronald C. Kelsay, Ronald G. Shock, and Donald F. Haggard, May 1958.
- Picture guide for junior officers conducting maintenance inspections on M48A1 and M48A2 tanks:
  - Contained in Research Memorandum, *The Effectiveness of Visual Demonstrations of Signs of Malfunction and Wear in Equipment* (revised), by Donald F. Haggard and Ronald G. Shock, June 1962.

MOBILITY X

- Test exercises for turret mechanics:
  - Appendices B and C and supplementary materials to Research Memorandum, *The Development of Performance Criteria for Turret Mechanics*, by Jack Mumford and John P. Smith, July 1961.

MOONLIGHT IV

- Instructor's manuals for training and testing TOE rifle squads in defensive and offensive action:
  - Appendices B to G in Technical Report 17, *MOONLIGHT IV: Training the Rifle Squad in Night Technique of Fire*, by Edgar L. Shriver, John Sivy, and Henry S. Rosenquist, May 1955.

MOONLIGHT XII

- Program of instruction and instructor's guide for day-night basic training in squad technique of fire:
  - Research Memorandum, *Experimental Training in Night Technique of Fire and Squad Tactics*, November 1959.

MOSAIC

- Training manual for Hawk missile operator:
  - *MOSAIC Hawk Operator Manual.*

NCO II

- Manual for noncommissioned officers for use in training and as reference:
  - *A Guide for the Potential Noncommissioned Officer*, December 1961; 4th edition published as USCONARC Pamphlet No. 350-24, June 1963.

NCO III

- Leadership preparation program for BCT graduates including program of instruction, training materials, and films:
  - Supporting information available in text and appendices of Technical Report 67-2, *Implementation and Utilization of the Leader Preparation Program*, by Paul D. Hood, March 1967, and Technical Report 67-8, *Preliminary Assessment of Three NCO Leadership Preparation Training Systems*, by Paul D. Hood, Morris Showel, John E. Taylor, Edward C. Stewart, and Jacklyn Boyd, June 1967.
- Leadership orientation course (LOC) for basic trainees including student handbook, automated tapes and slides, and materials to supplement the basic course:
  - Appendices A, B, and C of Technical Report 67-2, *Implementation and Utilization of the Leader Preparation Program*, by Paul D. Hood, March 1967.
- Leadership preparation program (automated version) for BCT graduates including manuals, workbooks, electronic programer, and training materials:
  - Supporting information available in text and Appendices A and D of Technical Report 66-21, *Automation of a Portion of NCO Leadership Preparation Training*, by Morris Showel, Elaine Taylor, and Paul D. Hood, December 1966.

NCO III (Cont.)

Statistical analysis tables, research instrument descriptions, and sample forms and summaries of auxiliary studies related to NCO leadership training treatments (for detailed technical study purposes):

Appendix Supplement to Technical Report 67-12, *Evaluation of Three Experimental Systems for Noncommissioned Officer Training*, by Paul D. Hood, Morris Showel, and Edward C. Stewart, September 1967. AD-661 613

OBSERVE I

Training aids and color slides for basic target recognition, and location and geographic orientation for aerial observers:

Supplementary materials and manual, *Training Materials for Aerial Observer Instruction in Basic Visual Skills*, by CPT James M. Hesson and Francis H. Thomas, October 1962, Supplement to Technical Report 80, *Low Altitude Aerial Observation: An Experimental Course of Instruction*, by Francis H. Thomas, October 1962. Incorporated in Army training program in Army FM 1-80, *Aerial Observer Training*, February 1962.

OBSERVE II

Programed course on low altitude aerial observation—administrative manual, training manuals, achievement tests, and training aids:

Supplementary materials to Research Report 14, *Programed Instruction and Low Altitude Aerial Observation*, by Peter B. Dawkins, December 1964. Published as Army TM 1-380, *Aerial Observer Programed Texts*, April 1966; including TM 1-380-1, *Administrative Manual;* TM 1-380-2, *Visual Search;* TM 1-380-3, *Target Recognition;* TM 1-380-4, *Geographic Orientation*, with DA Form 1-380-4, *Response Sheets*, March 1966; TM 1-380-5, *Target Location*, with DA Form 1-380-5, *Response Sheets*, March 1966; TM 1-380-6, *Criterion and Achievement Tests*, with DA Form 1-380-6, *Response Sheets*, March 1966.

OFFTRAIN IV

Program of instruction in officer leadership, consisting of student text and instructor's guide, in basic problems in small units:

Basic Problems in Small-Unit Leadership, by T.O. Jacobs; *Instructor's Guide: Basic Problems in Small-Unit Leadership*, by T.O. Jacobs, R.C. Rahn, and C.B. Moore; and *Practical Exercises: Basic Problems in Small-Unit Leadership*, by T.O. Jacobs, R.C. Rahn, and J.J. Macisco; February 1962.

PATROL I

Program of instruction, including subject schedule, training aids, and requirements for training facilities, in land navigation appropriate to the BCT level:

Supplementary materials and Research Memorandum, *Instructor's Guide, PATROL I, Land Navigation: Basic Instruction*, November 1959; and *Basic Instruction in Land Navigation, Proficiency Test Manual*, December 1958. Published as part of Army TC 7-5, *Land Navigation*, June 1965.

PATROL II

Program of instruction, including subject schedule, training aids, and requirements for training facilities, on nighttime reconnaissance patrolling for the infantry soldier:

Training manual, *Instructor's Guide, PATROL II, Reconnaissance Patrolling: A Course Stressing Integration of Basic Skills*, November 1957.

PROFICIENCY

Individual proficiency tests for light infantry and basic combat trainees of critical subjects and skills:

Supplementary materials to Technical Report 19, *Development of Proficiency Tests for Basic Combat and Light Infantry Training*, by Robert A. Baker, Guy Scott, and Eugene F. MacCaslin, July 1955.

RADAR V

Operating procedures for the M33 operator:

Special Report 6, *The AAFCS M-33 Operator: A Manual of Operating Procedures*, by George H. Brown, Donald F. Haggard, and J. Daniel Lyons, August 1956.

RADAR VI

Training program for the AAFCS M33 technician including lesson plans and practical exercises:

Technical supplementary material, *AAFCS M33 Technician Training Program*, June 1958, *Volume I, Operation Orientation; Volume II, Electronic Fundamentals; Volume III, Acquisition Radar; Volume IV, Track Radar; Volume V, Computer;* and *Volume VI, Maintenance and Supply Procedures.*

RADOP

Systems of practice and standardizing performance measures for International Morse Code operator trainees:

Chapter 6 and Appendix A of Technical Report 68, *Experimental Studies of Skill in Copying International Morse Code*, by S. James Goffard, December 1960.

RECON I

Job requirements for armored cavalry platoon personnel:

Appendix A of Technical Report 92, *Determination of Combat Job Requirements for Armored Cavalry Platoon Personnel*, by William L. Warnick and Robert A. Baker, December 1964.

RECON II

Guide for use of the armored cavalry trainer:

Training manual, *User Manual for the Armored Cavalry Trainer (ACT)*, by Robert A. Baker, John G. Cook, and William L. Warnick, October 1964. Published as USCONARC Pamphlet 350-4, *User Manual for DVC 17-15, Armored Cavalry Trainer (ACT)*, July 1965.

RECON III

Workbook on tactics for armored cavalry platoon leader:

The Armored Cavalry Platoon Leader's Tactical Workbook, by William L. Warnick, November 1965.

A detailed tactical performance checklist of the combat skills required of armored cavalry platoon personnel:

Training manual, *The Armored Cavalry Platoon Combat Readiness Check*, by John G. Cook; *Preface and Phase I, Individual Phase*, November 1965; *Phase II, Squad and Section Phase*, April 1966; *Phase III, Intact Platoon Phase*, May 1966.

A self-instructional booklet on disassembly, assembly, loading, immediate action, and unloading of the M-73 machine gun:

A Pictorial Program for the M-73 Machine Gun, April 1966.

REFILL

Forms for data collection in survey of current foreign language training practices:

Appendix to Technical Report 67-15, *Modern Approaches to Foreign Language Training: A Survey of Current Practices*, by George H. Brown and Alfred I. Fiks, December 1967.

AD-665 023

RIFLEMAN I

Proficiency requirements for combat of light weapons infantryman:

Annexes I through V of Research Memorandum, *Critical Combat Skills, Knowledges, and Performances Required of the 1962 Light Weapons Infantryman (MOS 111.0),* January 1961.

RIFLEMAN III

Description of special devices and procedures to simulate combat realism in testing performance of light weapons infantrymen:

Appendix B of Technical Report 81, *Performance Evaluation of Light Weapons Infantrymen (MOS 111.0), Graduates of the Advanced Individual Training Course (ATP 7-17),* by T.F. Nichols, J.S. Ward, N.I. Fooks, F.L. Brown, and H.S. Rosenquist, December 1962.

RIFLEMAN IV

Program of instruction, including instructor's guide and lesson plans, of rifle squad tactics, and technique of fire:

Instructor's Guide, Description of Course and Detailed Lesson Plans for Technique of Fire and Tactics, Rifle Squad (MOS 111.0, 112.0 and 114.0), by Joseph S. Ward and N.I. Fooks, May 1965; published as part of Army TC 23-9, *Technique of Fire and Tactics, Rifle Squad,* September 1964.

Scrambled book for teaching defensive combat:

Fundamental Considerations for Defensive Combat, June 1965.

Scrambled book for teaching offensive combat:

Fundamental Considerations for Offensive Combat, June 1965.

Instructors' guide for training techniques in clearing buildings:

Combat in Built Up Areas: A Two-Hour Course in Clearing Buildings, by Joseph S. Ward, N.I. Fooks, William T. Hazelwood, September 1965.

Training films to introduce the program of instruction for technique of fire and tactics, rifle squad:

"The Role of the Light Weapons Infantryman: Part I, Attack; Part II, Defense," June 1966; produced as Army Training Film TF 7-3674, *Role of the Light Weapons Infantryman, Part I Attack,* and Army Training Film TF 7-3675, *Role of the Light Weapons Infantryman, Part II Defense.*

RIFLEMAN V

Manual for instructors of land navigation as part of AIT:

Research Memorandum, *Instructor's Guide—Advanced Land Navigation: A Prototype Course,* July 1963; also published as part of Army TC 7-5, *Land Navigation,* June 1965.

RINGER

Variety of training devices applicable to training for fixed-procedures tasks:

Technical Report 65-4, *Functional and Appearance Fidelity of Training Devices for Fixed-Procedures Tasks,* by John A. Cox, Robert O. Wood, Jr., Lynn M. Boren, and H. Walter Thorne, June 1965.

ROCOM I

Analyses of initial assignments of ROTC graduates:

Appendices A and B of Technical Report 66-16, *An Analysis of Initial Active Duty Assignments of Army ROTC Graduates,* by Joseph W. Scott, Theodore R. Powers, and Paul Sucansky, October 1966.

Ranking of essential training dimensions and duty-oriented training requirements for the Army ROTC program:

Appendices A and B to Technical Report 67-16, *Training Requirements for the General Military Science Curriculum of the Army ROTC Program,* by Theodore R. Powers, Harry Kotses, and Arthur J. DeLuca, December 1967. AD-665 034

SAMOFF I

Job descriptions for Nike-Hercules platoon leaders:

Appendix to Technical Report 62, *The Revision of NIKE Platoon Leader Job Descriptions: AJAX to HERCULES*, by Edgar M. Haverland and Walter J. Fightmaster, May 1960; also published separately.

Job requirements for the Nike-Ajax battery commander, executive officer, IFC platoon leader, and the launcher platoon leader:

Appendices A through D of Technical Report 54, *The Development of Job Descriptions for NIKE AJAX Battery Officers*, by Charles L. Darby, William F. Brown, Charles D. Smith, and Walter J. Fightmaster, April 1959; also published separately.

SAMOFF II

Nike-Ajax platoon leader proficiency tests, August 1959.

Proficiency tests for Nike-Ajax platoon leaders:

Supplementary materials to Technical Report 66, *Measurement of the Job Proficiency of Nike Ajax Platoon Leaders*, by John L. Morse, William F. Brown, Robert G. Smith, Jr., and Walter J. Fightmaster, October 1960 (For Official Use Only).

SAMOFF III

Manual of procedures for developing training objectives for junior officer jobs:

Manual of Procedures for Deriving Training Objectives for Junior Officers (revised), November 1964.

Model of junior officer job behavior:

Chapter 3 of Technical Report 65-10, *A Model of Junior Officer Jobs for Use in Developing Task Inventories*, by Harry L. Ammerman, November 1965.

Performance aids for air defense battery junior officers:

Appendices A, B, and C of Technical Report 65-11, *Performance Aids for Junior Officers*, by Harry L. Ammerman, December 1965.

SAMOFF IV

Set of training materials on air defense equipment for the Nike-Hercules officer, consisting of programed textbooks (10 Sections grouped in seven volumes) and a volume of illustrations.

SAMOFF Checks and Procedures for the Nike-Hercules Officer:

Section A. Important Controls and Indicators on the Battery Control Console (U), June 1964 (CONFIDENTIAL).

Section B. 15-Minute Alert Procedures (General Outline), June 1964;
Section C. 15-Minute Alert Procedures (Detailed Description), June 1964.

Section D. Power Checks, Battery Control Area (U), June 1964 (CONFIDENTIAL);
Section E. Launcher Acquire and Command Checks, Battery Control Area (U), June 1964 (CONFIDENTIAL);
Section F. Gyro Azimuth Transmission Check, Battery Control Area (U), June 1964 (CONFIDENTIAL).

Section G. Introduction to Data Recorder Tape Reading (U), June 1964 (CONFIDENTIAL); includes separate chart, not bound in Section G volume.

Section H. Simultaneous Tracking Test (U), June 1964 (CONFIDENTIAL).

Section I. Dynamic Check: Courses 1 and 2 (U), June 1964 (CONFIDENTIAL).

Section J. Brief Description of Other Important Checks, June 1964.

Illustrations, June 1964.

SHOCKACTION I

Job requirements for tank crewmen:

Appendices to Technical Report 47, *The Determination of Job Requirements for Tank Crew Members*, by Robert A. Baker, May 1958.

Handbook for tank commanders:

The Tank Commander's Guide (3d edition), by William L. Warnick, John G. Cook, and Robert A. Baker (eds.), published by The Stackpole Company, Harrisburg, Pa., 1963.

SHOCKACTION II

Proficiency tests for the armor TOE and AIT trainees:

Supplementary materials to Staff Memorandum, *The Development of Tests for Two Levels of Armor Proficiency*, by Eugene F. MacCaslin, September 1956.

SHOCKACTION VI

Picture guides for skills of tank crewmen—gunner, driver, and loader:

Training manuals, *The Tank Gunner's Guide (M48A1 Tank)*, October 1957, *The Tank Driver's Guide (M48A1 Tank)*, May 1958, *The Tank Loader's Guide (M48A1 Tank)*, March 1958; also published as Army Training Circulars 17-4 and 17-5, June 1959, and 17-6, July 1959.

Advanced Individual Training program for armor tank crewmen:

Appendices A, B, and D to Technical Report 59, *An Improved Advanced Individual Training Program for Armor*, by Eugene F. MacCaslin, Arnold B. Woodruff, and Robert A. Baker, December 1959.

SKYFIRE

A proposed program for training in use of infantry weapons for an air defense role:

Consulting Report, *Small Arms Air Defense Training on a Reduced-Scale Range*, by E.W. Frederickson and Robert J. Foskett, October 1966. Incorporated in Army TC 23-15, *Engagement of Aerial Targets With Small Arms*, May 1968.

SPECTRUM I

Weighted list of Military Justice training objectives and a Military Justice questionnaire:

Appendices A and B to Technical Report 68-8, *Development of Two Automated Programs for Teaching Military Justice to Men of Various Aptitude Levels*, by Morris Showel, June 1968. AD-673 038

SPUR I

Motivational items (sample newspaper article, letter) and student attitude survey:

Appendices A, B, and D to Technical Report 68-7, *The Effects of Group Competition Upon Student Performance*, by Albert L. Kubala and Harold E. Christensen, June 1968.

STAR

Materials and techniques for aircraft recognition training:

A Manual for Conducting Aircraft Recognition Training in the Classroom, instructor's manual, January 1967.

SYNTRAIN

Cockpit procedures mockup trainer (paper device):

HumRRO trainer for the U-21 UTE, by Paul W. Caro, Jr. [1968].

SWINGSHIFT I

Fundamental individual skills for infantry night training core curriculum:

Parts IV and V of Research Memorandum, *A Provisional Core Curriculum for Infantry Night Operations Training: Conceptualization and Proposed Content*, by Gilbert L. Neal, December 1960.

TANKER

Tactical proficiency test for tank commanders:

Appendices A and B of Technical Report 82, *Improving Tactical Training for Tank Commanders: Test Development and Performance Assessment*, by Shepard Schwartz and Arthur Floyd, Jr., March 1963.

TEXTRUCT

Manuals for automated remedial mathematics teaching program:

Pocketschool Series, Mathematics I, Multiplication and Division (Decimals): Part One, Part Two, and Part Three; Mathematics II, Multiplication and Division (Cancellation); Mathematics III, Powers and Roots: Part One and Part Two; Mathematics IV, Powers of Ten; Mathematics V, Simple Equations: Part One, Part Two, and Part Three; Mathematics VI, Proportions: Part One and Part Two; Mathematics VII, Stated Problems: Reference Items for Parts One and Two, Part One, Part Two, and Part Three; Mathematics VIII, Nomograms, July 1960; *Mathematics IX,* with *Supplemental Graph Book,* June 1963; published as training manuals by the U.S. Army Air Defense School.

Training booklets on the section control indicator for the Nike-Hercules, extra study materials for AIT:

Supplementary materials to Research Memorandum, *Studies of Fixed Procedures Training: A Preliminary Test of a Self-Instructional Method*, by Paul G. Whitmore, July 1963.

TEXTRUCT II

Procedures outline for programing a course of instruction:

Research Memorandum, *A Procedural Guide to the Programming of Instruction: Preliminary Report*, by William H. Melching, March 1962.

Orientation course on automated instruction for course planners:

Consulting Report, *The Text of an Orientation Workshop in Automated Instruction*, by William H. Melching, John A. Cox, Jesse C. Rupe, and Robert G. Smith, Jr., July 1962.

Procedural task analysis for trainee use of the OS-8 C/U oscilloscope, the TS-505 A/U VTVM, and the TS-352 A/U multimeter:

Procedural Analyses for the Use of Three Pieces of Test Equipment: OS-8 C/U Oscilloscope, TS-505 A/U VTVM and TS-352 A/U Multimeter, by Julia S. Harris and Harold E. Christensen, August 1962.

Guide for developing programed instruction courses:

A Handbook for Programmers of Automated Instruction, by William H. Melching, Robert G. Smith, Jr., Jesse C. Rupe, and John A. Cox, September 1963.

Training objectives of the first week of the U.S. Army Air Defense School's Basic Electronics Course:

Appendix A of Research Memorandum, *Evaluation of an Auto-Instructional Program on the First Week of a Basic Electronics Course*, by William H. Melching, Harold E. Christensen, and Albert L. Kubala, March 1964.

Procedural manual for the AN/USM-24C Oscilloscope:

Procedures for Using AN/USM-24C Oscilloscope, draft prototype manual by Julia S. Harris, James P. Rogers, and David H. Francis, January 1965.

TRADER

Training device for AO-1 Mohawk:

Mockup cockpit procedures trainer for AO-1 Mohawk, by Wallace W. Prophet and H. Alton Boyd, Jr. [1962].

TRAINFIRE

Basic course of rifle marksmanship instruction—including proficiency tests—designed to prepare a soldier to use a rifle effectively in combat:

Summarized in text and appendices of Technical Report 22, *TRAINFIRE I: A New Course in Basic Rifle Marksmanship,* by Howard H. McFann, John A. Hammes, and John E. Taylor, October 1955. Incorporated in Army FM 23-71, *Rifle Marksmanship Course: TRAINFIRE I,* September 1957.

UNIT I

Combat readiness check for individual tank crew members, individual tank crews, and tank platoons:

Appendix A to Research Memorandum, *The Development and Evaluation of the Tank Platoon Combat Readiness Check,* by Robert A. Baker and John G. Cook, April 1963.

Combat job requirements for tank platoon sergeants and leaders:

Appendix A to Technical Report 69, *The Determination of Combat Job Requirements for Tank Platoon Leader and Tank Platoon Sergeant,* by Eugene G. Roach and Robert A. Baker, March 1961.

UNIT II

Tests of armor platoon leader's knowledge and capability for combat decisions:

The Armor Platoon Leader's Knowledge Test and the Tank Platoon Combat Decisions Test, supplementary materials to Technical Report 88, *Development and Evaluation of Systems for the Conduct of Tactical Training at the Tank Platoon Level,* by Robert A. Baker, John G. Cook, William L. Warnick, and James P. Robinson, April 1964.

Manuals for miniature armor battlefield and combat decisions game:

User Manual for the Miniature Armor Battlefield (MAB), and *User Manual for the Armor Combat Decisions Game (CDG),* by Robert A. Baker and John G. Cook, March 1962 and December 1962, respectively.

UPSTREAM III

Management procedures for providing human factors information during the development of new weapons systems:

Appendices A and B of Technical Report 83, *The Prediction of Training Requirements for Future Weapon Systems: A Personnel Support System Research and Development Process,* by J.C. Rupe, April 1963.

VE-TRAIN I

Job requirements for automotive mechanics:

Annex 11 to Consulting Report, *Job Requirements for Consolidated MOS 630, 631, 632 (Automotive Mechanic),* by John P. Smith, March 1964.

VIGIL I

Drill procedures and knowledge tests for Nike-Ajax section operating control indicator operator and chief of section:

Appendices A and B of Technical Report 72, *Development and Use of Proficiency Tests for Nike System Launching Platoon Operators,* by James D. Hitt, Jr., and Robert D. Baldwin, August 1961.

VIGIL II

Method of adjusting PPIs:

Appendix of Technical Report 85, *A Filter Method of Adjusting PPI's,* by Robert D. Baldwin and A. Dean Wright, June 1963 (For Official Use Only).

WHOLEPART

Criterion firing tables for marksmanship training for Ml rifle:

Appendices to Staff Memorandum, *A Comparison of Whole Versus Part Methods of Marksmanship Training,* by F.J. McGuigan and Eugene F. MacCaslin, May 1954.

Exploratory Study 44

Data on human performance in aircraft detection and range estimation:

Tabular material in Technical Report 66-19, *The Performance of Ground Observers in Detecting, Recognizing, and Estimating Range to Low-Altitude Aircraft*, by A. Dean Wright, December 1966, and Technical Report 67-3, *Aircraft Detection, Range Estimation, and Auditory Tracking Tests in a Desert Environment*, by Edward W. Frederickson, Joseph F. Follettie, and Robert D. Baldwin, March 1967.

Basic Research 1

Training requirements for enlisted personnel MOS 101-MOS 357 and MOS 401-MOS 075:

The HumRRO Training Analysis Directory, Book 1: Training Requirements. Part 1: MOS 101-MOS 357, June 1958; *Part 2: MOS 401-MOS 075*, January 1959. *The HumRRO Training Analysis Directory, Book II: Training Data. Part 1: MOS 101-MOS 357* [U], August 1958 (CONFIDENTIAL); *Part 2: MOS 401-MOS 075* [U], April 1959 (CONFIDENTIAL); compiled by Francis E. Jones.

Technical Advisory Service

Instruction in the use of mil formula in tank gunnery:

Training Program: The MIL Relationship, by Dennis Cannon, September 1962.

Diagnostic arithmetic test for the U.S. Army Air Defense School's Basic Electronics Course:

Appendix A of Consulting Report, *A Study of Mathematical Skills Requirements for Basic Electronics in the U.S. Army Air Defense School*, by John A. Cox and Richard C. Montgomery, October 1964.

Model for estimating psychological casualties as a consequence of continuing combat stresses:

Part II of Technical Report 65-2, *Human Factors in Tactical Nuclear Combat*, by Robert Vineberg, April 1965.

Troubleshooting and other materials for maintenance course on LORAN Receiving Set AN/UPN-12 and -15 (Supplementing Technical Report 65-3, *Application and Text of the FORECAST Concept of Electronics Maintenance on Navy LORAN Equipment*, by Edgar L. Shriver and Robert C. Trexler, May 1965):

FORECAST Troubleshooting Manual for LORAN Receiving Set: AN/UPN-12 and AN/UPN-15, teaching aid, June [1964]. AD-667 381

FORECAST Self-Instructional Troubleshooting Scrambled Manual for LORAN Receiving Set: AN/UPN-12, -12A, -15, -15A, scrambled book, June 1964.

FORECAST Troubleshooting Scrambled Text for Operation of LORAN Receiving Set: AN/UPN-12, AN/UPN-12A, AN/UPN-15, AN/UPN-15A, scrambled book, June 1964.

FORECAST Within Block Troubleshooting Procedures for LORAN Receiving Set: AN/UPN-12 and AN/UPN-15, scrambled book (prepared jointly by HumRRO and Fleet Training Center, Norfolk), [June 1964].

Manual for use by training personnel:

Consulting Report, *Instructor's Guide to Performance Counseling*, by Joseph A. Olmstead, May 1967.

A Suggested General SOP for the Preparation of Equipment Serviceability Criteria, Technical Report 67-10, by Paul G. Whitmore, June 1967.

General

Guidance for the development, design, and quality control of military training programs:

Research Bulletin 11, *The Development of Training Objectives,* by Robert G. Smith, Jr., June 1964.

Technical Report 65-6, *Controlling the Quality of Training,* by Robert G. Smith, Jr., June 1965.

Technical Report 66-18, *The Design of Instructional Systems,* by Robert G. Smith, Jr., November 1966.

Appendices

Appendix A

REPORTS AND PROFESSIONAL PAPERS BY NUMBER

Technical Reports

1 *DESERT ROCK I: A Psychological Study of Troop Reactions to an Atomic Explosion*, February 1953. (DESERT ROCK I)

2 *DESERT ROCK IV: Reactions of an Armored Infantry Battalion to an Atomic Bomb Maneuver*, August 1953. (DESERT ROCK IV)

3 *The Training Effectiveness of a Tank Hull Trainer*, February 1954. (TRAINER)

4 *Communist Vulnerabilities to the Use of Music in Psychological Warfare, with Catalogue of Music Recordings for Propaganda Broadcasts to Selected Communist Countries* and *Instruction Manual*, March 1954. (TREBLE)

5 *A Preliminary Investigation of Delinquency in the Army*, April 1954. (STIR)

6 *Evaluation of a Special Live-Firing Trigger-Squeeze Exercise*, May 1954. (TRIGGER)

8 *Infantry OCS Evaluations and Combat Performance*, June 1954. (OCS)

9 *The Effect of Different Methods of Motivating Men to Apply for OCS*, July 1954. (OCS II)

10 *Committee Problem-Solving Techniques at the National War College*, September 1954. (POLICY)

11 *The Map-Using Proficiency of Basic Trainees*, September 1954. (MAPREADING)

12 *The Training Effectiveness of a Stereoscopic Range-Finder Trainer*, October 1954. (RADEV)

13 *Transition From Civilian to Army Life*, October 1954. (ADCIVA)

14 *Television in Army Training: Evaluation of Television in Army Basic Training*, November 1954. (TV I)

15 *MOONLIGHT II: Training the Infantry Soldier to Fire the M1 Rifle at Night*, December 1954. (MOONLIGHT II)

16 *Training Achievement in Basic Combat Squads With Controlled Aptitude*, January 1955. (APTITUDE)

17 *MOONLIGHT IV: Training the Rifle Squad in Night Technique of Fire*, May 1955. (MOONLIGHT IV)

18 *Tactical Training of the Infantry Rifle Squad*, June 1955. (SQUADTRAIN)

19 *Development of Proficiency Tests for Basic Combat and Light Infantry Training*, July 1955. (PROFICIENCY)

20 *The AAFCS M-33 Operator: Analysis of Field Activities and Problems With Implications for Training*, August 1955. (RADAR I)

21 *Leadership in Rifle Squads on the Korean Front Line*, September 1955. (INTERSQUAD)

22 *TRAINFIRE I: A New Course in Basic Rifle Marksmanship*, October 1955. (TRAINFIRE I)

23 *The Kazakhs: A Background Study for Psychological Warfare*, November 1955. (KAZPO)

24 *Changes in Student Motivation at an Army Technical Training School*, December 1955. (WIGWAG II)

25 *Consistency in Re-laying as a Factor in Tank Gunnery*, December 1955. (GUNNERY II)

26 *An Assessment Program for OCS Applicants*, February 1956. (OCS III)

27 *Films and Group Discussions as a Means of Training Leaders*, March 1956. (OFFTRAIN I)

28 *An Experimental Evaluation of a Basic Education Program in the Army*, April 1956. (READ)

29 *The Effect of Mock Tower Height in Airborne Training*, May 1956. (HILO)

30 *Research on Methods of Interviewing Foreign Informants*, August 1956. (RIM)

31 *Ordnance IFC Electronics Maintenance Personnel: Analysis of Activities With Implications for Training, Part I—M-33*, September 1956. (FICON)

32 *Evaluation of Four-Week and Eight-Week Basic Training for Men of Various Intelligence Levels*, November 1956. (BASICTRAIN II)

33 *Factors Related to the Collaboration and Resistance Behavior of U.S. Army PW's in Korea*, December 1956. (PSYFREE)

34 *A Simplified Method for Rating the Performance of Stereoscopic Range Finder Operators*, December 1956. (RANGEFINDER I)

35 *Several Methods of Teaching Contour Interpretation*, January 1957. (MAPUSING V)

36 *A Study of Training of Stereoscopic Range Finder Operators for Armor*, February 1957. (RANGEFINDER II)

37 *Ordnance IFC Electronics Maintenance Personnel: Analysis of Field Activities With Implications for Training. Part II—T-38*, March 1957. (FICON)

38 *The AAFCS M-33 Mechanic Proficiency Test: Part I—Comparison of Mechanics With and Without Field Experience. Part II—Development and Cross-Validation*, May 1957. (RADAR IV)

39 *Consistency in Laying the Main Tank Gun in a Live-Fire Situation*, June 1957. (FIREPOWER II)

40 *Identification of the Important Skills in Daylight Land Navigation*, July 1957. (MAPUSING IV)

41 *TRAINFIRE II: A New Course in Basic Technique of Fire and Squad Tactics*, July 1957. (TRAINFIRE II)

42 *Comparison of the Stereoscopic Range Finder, M12 With the Coincidence Range Finder, T43*, August 1957. (FIREPOWER I)

43 *A Survey of Map Skills Requirements*, September 1957. (MAPUSING II)

44 *FIGHTER I: An Analysis of Combat Fighters and Non-Fighters*, December 1957. (FIGHTER I)

45 *A Survey of Organizational Maintenance of the Medium Tank*, May 1958. (MOBILITY III)

46 *Development and Evaluation of an Experimental Program of Instruction for Fire Control Technicians*, May 1958. (RADAR VI)

47 *The Determination of Job Requirements for Tank Crew Members*, May 1958. (SHOCKACTION I)

48 *Activities of Field Radio Repair Personnel With Implications for Training*, May 1958. (REPAIR I)

49 *Recognition of Vehicles by Observers Looking Into a Searchlight Beam*, July 1958. (ARMORNITE II)

50 *The Political Behavior of Korean and Chinese Prisoners of War in the Korean Conflict: A Historical Analysis*, August 1958. (TICK III)

51 *A Study of Human Factors in the Operation of the Nike Ajax System, Part I: Training Problems and Requirements. Part II: The "Shooting Team"—Recommended Operating Procedures*, November 1958. (CLASSIC I)

52 *The Development and Use of a Performance Test as a Basis for Comparing Technicians With and Without Field Experience: The NIKE AJAX IFC Maintenance Technician*, January 1959. (ACHILLES)

53 *Comparison of the Stereoscopic Range Finder, M12 and the Coincidence Range Finder, T43 as Used in Range Determination at Night*, April 1959. (FIREPOWER I)

54 *The Development of Job Descriptions for NIKE AJAX Battery Officers*, April 1959. (SAMOFF I)

55 *The Effects of Increasing and Decreasing Training Time on Proficiency in the Critical Armor Skills*, June 1959. (SHOCKACTION V)

56 *The Effectiveness of 90mm Tank Gun Fire Against the 18-Inch Searchlight*, June 1959. (ARMORNITE III)

57 *The Effects of Wearing the CBR Protective Mask Upon the Performance of Selected Individual Combat Skills*, June 1959. (PROTECT I)

58 *Development and Evaluation of an Improved Field Radio Repair Course*, September 1959. (REPAIR II-III)

59 *An Improved Advanced Individual Training Program for Armor*, December 1959. (SHOCKACTION VI)

60 *Experimental Comparison of Two Basic Electronics Courses for Fire Control Technicians*, February 1960. (MAINTRAIN I)

61 *Basic Electronics for Minimally Qualified Men: An Experimental Evaluation of a Method of Presentation*, February 1960. (LIMIT I)

62 *The Revision of NIKE Platoon Leader Job Descriptions: AJAX to HERCULES*, May 1960. (SAMOFF I)

63 *Determining Training Requirements for Electronic System Maintenance: Development and Test of a New Method of Skill and Knowledge Analysis*, June 1960. (FORECAST I)

64 *On-Site Training of Guided Missile Operators*, with Supplement *USARADCOM Integrated Fire Control Training Guide (Illustrative Selections)*, August 1960. (LOCK-ON I)

65 *A Follow-Up Study of Experimentally and Conventionally Trained Field Radio Repairmen*, September 1960. (REPAIR IV)

66 *Measurement of the Job Proficiency of Nike Ajax Platoon Leaders*, October 1960. (SAMOFF II)

67 *The Development of a List of Minimal Training Goals for Basic Combat Training*, December 1960. (BASICTRAIN I)

68 *Experimental Studies of Skill in Copying International Morse Code*, December 1960. (RADOP)

69 *The Determination of Combat Job Requirements for Tank Platoon Leader and Tank Platoon Sergeant*, March 1961. (UNIT I)

70 *Development and Evaluation of a Program of Instruction in Basic Land Navigation*, May 1961. (PATROL I)

71 *Human Factors in CBR Operations: The Effects of CBR Protection Upon the Performance of Selected Combat Skills in Hot Weather*, May 1961. (PROTECT I)

72 *Development and Use of Proficiency Tests for Nike System Launching Platoon Operators*, August 1961. (VIGIL I)

73 *Radar Tracking Accuracy as a Function of Training and Task Variables*, October 1961. (VIGIL II)

74 *A Survey of Problems in the Tactical Training of Armor Units*, December 1961. (UNIT I)

75 *Survey of Operational Flying Activities of Rotary Wing Aviators*, April 1962. (LIFT III)

76 *Survey of Operational Flying Activities of Fixed Wing Aviators*, April 1962. (LIFT III)

77 *Improving Flight Proficiency Evaluation in Army Helicopter Pilot Training*, May 1962. (LIFT II)

78 *An Evaluation of Flash Localization Performance With the Fire Control System of the M48 Tank*, June 1962. (ARMORNITE X)

79 *An Attempt to Develop a Radar Operator Screening Test: A Report of Simulator Instability*, June 1962. (VIGIL II)

80 *Low Altitude Aerial Observation: An Experimental Course of Instruction*, October 1962. (OBSERVE I)

81 *Performance Evaluation of Light Weapons Infantrymen (MOS 111.0), Graduates of the Advanced Individual Training Course (ATP 7-17)*, December 1962. (RIFLEMAN III)

82 *Improving Tactical Training for Tank Commanders: Test Development and Performance Assessment*, March 1963. (TANKER)

83 *The Prediction of Training Requirements for Future Weapon Systems: A Personnel Support System Research and Development Process*, April 1963. (UPSTREAM III)

84 *A Program of Leadership Instruction for Junior Officers*, June 1963. (OFFTRAIN IV)

85 *A Filter Method of Adjusting PPI's*, June 1963. (VIGIL II)

86 *Cold Weather Operational Training of Infantry Forces in the Strategic Army Corps*, February 1964. (COLDSPOT II)

87 *The Performance of Organizational Maintenance by Track Vehicle Mechanics and Maintenance Sergeants*, March 1964. (MOBILITY IV-V)

88 *Development and Evaluation of Systems for the Conduct of Tactical Training at the Tank Platoon Level*, April 1964. (UNIT II)

89 *Advanced Land Navigation: Development and Evaluation of a Prototype Program of Instruction*, April 1964. (RIFLEMAN V)

90 *Operator Proficiency in Interpreting Ground Surveillance Radar Signals (AN/TPS-33)*, June 1964. (ARMORNITE XIII)

91 *The Effects of Observer Location and Viewing Method on Target Detection With the 18-inch Tank-Mounted Searchlight,* June 1964. (ARMORNITE V)

92 *Determination of Combat Job Requirements for Armored Cavalry Platoon Personnel,* December 1964. (RECON I)

65-1 *The Development and Evaluation of an Improved Electronics Troubleshooting Manual,* March 1965. (MAINTRAIN V)

65-2 *Human Factors in Tactical Nuclear Combat,* April 1965.

65-3 *Application and Test of the FORECAST Concept of Electronics Maintenance on Navy LORAN Equipment,* May 1965.

65-4 *Functional and Appearance Fidelity of Training Devices for Fixed-Procedures Tasks,* June 1965. (RINGER)

65-5 *Advisor and Counterpart Activities in the Military Assistance Program in the Republic of China,* June 1965. (ES-2)

65-6 *Controlling the Quality of Training,* June 1965.

65-7 *The Achievement of Foreign Students in U.S. Army Technical Schools,* June 1965. (CULTECH)

65-8 *The Effect of Training on Accuracy of Angle Estimation,* August 1965. (LOWENTRY I)

65-9 *The Effects of Map Scale on Position Location,* September 1965. (LOWENTRY I)

65-10 *A Model of Junior Officer Jobs for Use in Developing Task Inventories,* November 1965. (SAMOFF III)

65-11 *Performance Aids for Junior Officers,* December 1965. (SAMOFF III)

65-12 *Measures of Ability and Programed Instruction Performance,* December 1965. (BR-11)

65-13 *Short-Term Memory: An Annotated Bibilography,* December 1965.

65-14 *A Self-Instructional Tactical Language Course in Russian,* December 1965. (CONTACT II)

65-15 *Development and Evaluation of a Tactical Mandarin Chinese Language Course,* December 1965. (CONTACT III)

65-16 *Development of Improved Rifle Squad Tactical and Patrolling Programs for the Light Weapons Infantryman,* December 1965. (RIFLEMAN IV)

65-17 *Research on the Training of Noncommissioned Officers: A Summary Report of Pilot Studies,* December 1965. (NCO II)

66-1 *The Influence of Practice Frames and Verbal Ability on Programed Instruction Performance,* January 1966. (BR-11)

66-2 *A Study of Category IV Personnel in Basic Training,* April 1966. (CENTER)

66-3 *Development of Procedures for Deriving Training Objectives for Junior Officer Jobs,* May 1966. (SAMOFF III)

66-4 *The Derivation, Analysis, and Classification of Instructional Objectives,* May 1966. (INGO)

66-5 *The Corrective Action Questionnaire: Development and Administration to Officers and NCOs,* May 1966. (CENTER)

66-6 *Development of Technical Training Materials for Nike Hercules Junior Officers,* June 1966. (SAMOFF IV)

66-7 *Projected Manpower Needs, and Projected Training Requirements for Operators and Users of Future STINFO Systems,* June 1966. (STINTRAC)

66-8 *Experimental Studies of Sensory Deprivation and Social Isolation,* June 1966. (BR-6)

66-9 *An Experimental Evaluation of a Driver Simulator for Safety Training,* June 1966. (ES-20)

66-10 *Interaction Content and Team Effectiveness,* June 1966. (UNIFECT I)

66-11 *Pursuit Rotor Performance: I. Effects of Reinforcing the Longer Intervals of Continuous Tracking Within Each Trial,* June 1966. (BR-9)

66-12 *A Conceptual Model of Behavior Under Stress, With Implications for Combat Training,* June 1966. (FIGHTER V)

66-13 *Sources of Variability in Missile Unit Evaluations,* June 1966. (VIGIL)

66-14 *A Tentative Organizational Schema for Decision-Making Problems,* July 1966. (ES-12)

66-15 *An Analysis of Human Relations Training and Its Implications for Overseas Performance,* August 1966. (AREA I)

66-16 *An Analysis of Initial Active Duty Assignments of Army ROTC Graduates,* October 1966. (ROCOM I)

66-17 *Speed and Accuracy of Addition in Normal Time and Decimal Time Systems,* October 1966. (LOWENTRY II)

66-18 *The Design of Instructional Systems,* November 1966.

66-19 *The Performance of Ground Observers in Detecting, Recognizing, and Estimating Range to Low-Altitude Aircraft,* December 1966. (ES-44)

66-20 *The Effect of Programed Instruction Response Conditions on Acquisition and Retention,* December 1966. (LEAD II)

66-21 *Automation of a Portion of NCO Leadership Preparation Training,* December 1966. (NCO III)

66-22 *Pursuit Rotor Performance: II. Effects of Reinforcing Successively Longer Intervals of Continuous Tracking Over Practice Sessions,* December 1966. (BR-9)

66-23 *A Description and Analytic Discussion of Ten New Concepts for Electronics Maintenance,* December 1966. (MOSAIC)

67-1 *Programed Learning in Vietnamese: Construction and Evaluation of a Short Practical Language Course,* January 1967. (MALT)

67-2 *Implementation and Utilization of the Leader Preparation Program,* March 1967. (NCO III)

67-3 *Aircraft Detection, Range Estimation, and Auditory Tracking Tests in a Desert Environment,* March 1967. (ES-44)

67-4 *Techniques for Low Altitude Navigation: Direction Estimation From Tactical Maps,* April 1967. (LOWENTRY II)

67-5 *An Annotated Bibliography on the Design of Instructional Systems,* May 1967.

67-6 *Shillelagh Guidance Requirements and Gunner Tracking Proficiency (U),* June 1967. (TAS)

67-7 *A Content Analysis of Communications Within Army Small-Unit Patrolling Operations,* June 1967. (COMTAC I)

67-8 *Preliminary Assessment of Three NCO Leadership Preparation Training Systems,* June 1967. (NCO III)

67-9 *Effects of Grammatical Factors and Amount of Material on Memorizing Paragraphs, Sentences, and Word Lists,* June 1967. (BR-7)

67-10 *A Suggested General SOP for the Preparation of Equipment Serviceability Criteria,* June 1967. (TAS)

67-11 *Some Resources for Area Training*, September 1967. (AREA I)

67-12 *Evaluation of Three Experimental Systems for Noncommissioned Officer Training*, September 1967. (NCO III)

67-13 *Retention of Military Skills Acquired in Basic Combat Training*, December 1967. (STRANGER I)

67-14 *Simulation of Organizations: An Annotated Bibliography*, December 1967. (ES-51)

67-15 *Modern Approaches to Foreign Language Training: A Survey of Current Practices*, December 1967. (REFILL)

67-16 *Training Requirements for the General Military Science Curriculum of the Army ROTC Program*, December 1967. (ROCOM I)

68-1 *A Classroom Method of Training Aircraft Recognition*, January 1968. (STAR I)

68-2 *Visual Detection, Identification, and Localization: An Annotated Bibliography*, February 1968. (ES-27)

68-3 *Flight Evaluation Procedures and Quality Control of Training*, March 1968. (TAS)

68-4 *The Application of Theoretical Factors in Teaching Problem Solving by Programed Instruction*, April 1968. (METHOD II)

68-5 *Studies on Training Ground Observers to Estimate Range to Aerial Targets*, May 1968. (SKYFIRE I)

68-6 *Preliminary Study of Motivation and Incentives in Basic Combat Training*, May 1968. (CENTER)

68-7 *The Effects of Group Competition Upon Student Performance*, June 1968. (SPUR I)

68-8 *Development of Two Automated Programs for Teaching Military Justice to Men of Various Aptitude Levels*, June 1968. (SPECTRUM I)

68-9 *The Captive Helicopter as a Training Device: Experimental Evaluation of a Concept*, June 1968. (ECHO II)

Research Reports

1 *A Study of Leadership in Army Infantry Platoons,* November 1958. (OFFTRAIN II)

2 *Some Problems in the Analysis of Trouble Shooting Behavior,* October 1959. (MAINTRAIN II)

3 *Effects of Correct and Incorrect Knowledge of Results on Ability to Count Auditory Stimuli,* March 1960. (ENDORSE I)

4 *A Performance Requirement for Basic Land Navigation,* March 1960. (PATROL I)

5 *Leadership in Army Infantry Platoons: Study II,* July 1960. (OFFTRAIN III)

6 *Some Problems in Predicting Training Requirements for Future Weapon Systems,* November 1960. (UPSTREAM II)

7 *A Systematic Analysis of Army Training Requirements as the Basis of More Generalized Training Research,* May 1961. (BR-1)

8 *A Survey and Analysis of Vigilance Research,* November 1961. (VIGIL IV)

9 *Development and Evaluation of Training Methods for the Rapid Acquisition of Language Skills,* January 1962. (CONTACT I)

10 *Experimental Studies of Psychological Stress in Man,* December 1962. (FIGHTER IV)

11 *Vigilance Performance as a Function of Task and Environmental Variables,* May 1963. (VIGIL IV)

12 *Avoidance of Commitment and Need for Closure as Determinants of Behavior in Decision Situations,* June 1963. (CAREER III)

13 *FORECAST Systems Analysis and Training Methods for Electronics Maintenance Training,* May 1964. (FORECAST)

14 *Programed Instruction and Low Altitude Aerial Observation,* December 1964. (OBSERVE II)

15 *Identification of Electronics Maintenance Training Requirements: Development and Evaluation of an Experimental Ordnance Radar Repair Course,* December 1964. (NICORD)

Special Reports

1 *Survey of the Educational Program of The Artillery School, Antiaircraft and Guided Missiles Branch, Fort Bliss, Texas,* December 1952. (SCOPE)

2 *Psychological [illegible]re Research: A Long Range Program—Part One [illegible]ssential Background Information,* March 1953.

3 *Medical Officers' Opinions on Professional and Personal Problems of Army Service,* July 1953. (MEDICORPS)

4 *A Survey of the Basic Airborne Training Course at Fort Benning, Georgia,* April 1955.

5 *Factors Affecting Credibility in Psychological Warfare Communications,* July 1956. (CHATTER)

6 *The AAFCS M-33 Operator: A Manual of Operating Procedures,* August 1956. (RADAR V)

7 *Determinants of Loyalty and Disaffection in Chinese Communist Soldiers During the Korean Hostilities: An Exploratory Study,* October 1956. (TICK I)

8 *Studies Made by Human Research Unit Nr. 1, CONARC During Project STALK: Part I—Results of Interviews With the STALK Crew Members,* June 1957. (STALK I)

9 *Simplification of the Panel Layout on Standard Series Tank Radios,* July 1957. (ARMORCOM I)

10 *Procurement of Counter Intelligence Corps Trainees,* October 1957. (CINCO I)

11 *A Survey of Human Factors in Military Night Operations (With Special Application to Armor),* November 1957. (ARMORNITE)

12 *Illumination and Terrain as Factors Affecting the Speed of Tank Travel,* March 1958. (ARMORNITE I)

13 *FIGHTER I: A Study of Effective and Ineffective Combat Performers,* March 1958. (FIGHTER I)

14 *An Evaluation of the On-the-Job Proficiency of Trained Tank Crewmen,* June 1958. (SHOCKACTION IV)

15 *The Achievement of Active-Duty and Reserve Tank Crewmen in Areas of Essential Armor Knowledge,* November 1958. (SHOCKACTION III)

Research Bulletins

1 *What HumRRO Is Doing,* March 1954.

2 *What HumRRO Is Doing,* March 1955.

3 *What HumRRO Is Doing, 1955,* April 1956.

4 *What HumRRO Is Doing, January 1956-June 1957,* December 1957.

5 *What HumRRO Is Doing, July 1957 - June 1958,* December 1958.

6 *HumRRO Presentations to Third Meeting of NIKE ZEUS Training Panel, Ordnance Guided Missile School, Redstone Arsenal,* November 1959.

7 *What HumRRO Is Doing, July 1958 - June 1959,* April 1960.

8 *What HumRRO Is Doing,* August 1961.

9 *What HumRRO Is Doing,* September 1962.

10 *Vigilance: A Guide to Improved Performance,* November 1963. (VIGIL IV)

11 *The Development of Training Objectives,* June 1964.

Professional Papers by Number[1]

1-66 Changes in Flight Trainee Performance Following Synthetic Helicopter Flight Training. (ECHO)

2-66 Factors Influencing Utilization of Research Findings in Institutional Change.

3-66 Men, Machines and the Software Middleman.

4-66 A Review of the Analysis of Visual Discriminations in Helicopter Control. (ROTOR)

5-66 Dimensions of Simulation.

6-66 Effects of Written Verbalization and Timing of Information on Problem Solving in Programed Learning. (METHOD II)

7-66 Helicopter Trainee Performance Following Synthetic Flight Training. (ECHO)

8-66 The Importance of Training Requirements Information in the Design and Use of Aviation Training Devices.* (ECHO)

9-66 An Experimental Evaluation of a Driver Simulator for Safety Training. (ES-20)

10-66 Deriving, Specifying, and Using Instructional Objectives. (INGO)

11-66 Group Consensus and Judgmental Accuracy: Extension of the Asch Effect. (BR-6)

12-66 The Design of Cross-Cultural Training for Military Advisors. (MAP)

13-66 Training Models: I. The Formulation of Training Problems; II. Models of and for Training.

14-66 An Approach to Cultural Self-Awareness. (AREA)

15-66 HumRRO Techniques in Course Development.

1-67 Foreign Language Programmed Materials: 1966. (REFILL)

2-67 Human Factors in Tactical Nuclear Combat.* (TAS)

3-67 Recognition Thresholds and Accuracy for Differing Body Regions as a Function of Number of Electrodes and their Spacing. (COMTAC I)

4-67 Stimulus Parameter Considerations and Individual Differences in Cutaneous Sensitivity to Electropulse Stimulation. (COMTAC I)

5-67 Language Programing for the Foreign Student.* (CONTACT)

6-67 New Perspectives in Training and Assessment of Overseas Personnel. (AREA)

7-67 Military Applications of Programed Instruction, and Management Considerations in Programed Instruction.*

8-67 The Application of Programed Instruction to Foreign Language and Literacy Training.*

9-67 Food Habits and the Introduction of New Foods. (CIVIC)

10-67 The Utility of Data From Field Performance Measurement.

11-67 Goal-Directed Leadership: Superordinate to Human Relations?

12-67 Interfaces Between Operations Research and Human Factors Research.*

13-67 Some Comments on the Display of Cartographic Information for Very Low Level Flight. (LOWENTRY)

14-67 HumRRO Research on Human Performance.

15-67 The Skills of Leadership. (HIGHLEAD)

16-67 Electropulse Responsivity to Changes in Skin Moisture. (COMTAC I)

17-67 Programmed Learning: Prologue to Instruction. (ES-42)

18-67 Research and Development in Training and Education.*

19-67 The Simulation of Cultural Differences. (AREA II)

20-67 Factors Influencing the Visual Detection and Recognition of Low-Altitude Aircraft.* (ES-44)

21-67 Individual and Small-Unit Training for Combat Operations.

22-67 Psychological Research in Electronics Maintenance Training.*

23-67 Training Research Utilizing Man-Computer Interactions: Promise and Reality.*

24-67 Leadership in Small Military Units: Some Research Findings.* (OFFTRAIN)

25-67 Intra-Group Communication and Induced Change. (CIVIC II)

26-67 Weber's Law Applied to Distance Estimation. (ES-44)

27-67 Human Factors Research in Support of Army Aviation.

28-67 Training the Editor: Skills Are Not Enough.

29-67 The Evaluation of Systems-Analytic Training Programs.*

30-67 Human Factors in Aviation: Some Recurrent Problems and New Approaches. (ECHO)

31-67 Computer-Administered Instruction Versus Traditionally Administered Instruction: Economics. (ES-42)

32-67 A Differential Comparison of Two Types of Electropulse Alphabets Based on Locus of Stimulation. (COMTAC)

33-67 Peasant Fatalism and Socioeconomic Innovation. (CIVIC II)

34-67 Some Effects of Differential Pretask Instructions on Auditory Vigilance Performance. (ES-54)

35-67 The Functional Context Method of Instruction.* (REPAIR)

36-67 The Process of Cross-Cultural Innovation.* (CIVIC II)

37-67 Technical Manuals for Maintenance Support: A Maintenance Rationale, Some Research Findings, and Some Projections.

38-67 Paired-Associate Transfer for the A-B, C-A and the A-B, B-C Paradigms. (BR-8)

39-67 Simulation Exercises in Area Training.* (AREA)

40-67 Simulation in Training and Education.

41-67 Development of a Short, Practical, Programed Vietnamese Course.* (MALT)

42-67 A Comparison of Constrained and Random Metric Figures in Paired-Associates Learning. (BR-8)

43-67 The Human Factor in Army Aviation.

44-67 Course Density and Student Perception. (REFILL)

---

[1] An asterisk (*) indicates publication as a Professional Paper, of a presentation given at an earlier date (more than a year prior to the Professional Paper date) and listed in previous Bibliographies.

45-67 *A Program for Developing Potential Noncommissioned Officers.* (NCO)

46-67 *Effects of Amount of Interpolated Activity in Short-Term Memory.* (BR-8)

47-67 *Differential Approaches to Training.* (SPECTRUM)

48-67 *Human Factors in the Operation of U.S. Military Units Augmented with Indigenous Troops.* (ES-40)

49-67 *Live Simulation of Affect-Laden Cultural Cognitions.* (AREA II)

50-67 *The Simulation of Cross-Cultural Communications.** (AREA)

1-68 *A General Systems Approach to the Development and Maintenance of Optimal Learning Conditions.* (IMPACT)

2-68 *Human Performance in the Cold.* (TAS)

3-68 *The Effect of Unidirectional Primary Word Associations on A-B, C-A Paired-Associate Transfer.* (BR-8)

4-68 *A Short Vietnamese Language Program: Training Course and Research Vehicle.* (MALT)

5-68 *Leadership at Senior Levels of Command.** (HIGHLEAD)

6-68 *Collected Papers Prepared Under Work Unit ENDORSE: Effects of Controlled Isolation on Performance.** (ENDORSE)

7-68 *Utilization of Behavioral Science Research in a Large, Operational System.*

8-68 *Some Guides to Interpretation of School Enrollment Figures Among Americans Overseas in the 1960 Census.* (SOJOURN)

9-68 *The Need for Innovative Approaches for Training in Inter-Cultural Interaction.* (AREA)

10-68 *A Follow-up Study of the Performance of Army Recruits in Their First Tour.* (TRANSITION II)

11-68 *Paired-Associate Transfer as a Function of Ability Level in the A-B, C-A and the A-B, B-C Paradigms.* (BR-8)

12-68 *Collected Papers Prepared Under Work Unit ARMORNITE: Human Factors in Armor Operations Under Conditions of Limited Visibility.** (ARMORNITE)

13-68 *Learning Theory and Research Paradigms Applied to Training Research: Some Dissonances.**

14-68 *A Concept of the Role of Man in Automated Systems.* (MANICON)

15-68 *Review of Concepts and Literature on Contingency Management.* (BR-18)

16-68 *Collected Papers Prepared Under Work Unit FORECAST: Development of a Method of Forecasting Training Demands Imposed by New Electronic Weapon Systems.** (FORECAST)

17-68 *Knowledge of Results in Schematic Concept Formation.* (BR-16)

18-68 *Collected Papers Prepared Under Work Unit LIFT: Army Aviation Helicopter Pilot Training.** (LIFT)

19-68 *The Role of the Technical Editor in His Professional Development.*

20-68 *Collected Papers Prepared Under Work Unit RADAR: Training of Radar Operators and Maintenance Personnel.** (RADAR)

21-68 *From Research to Practice in Electronics Maintenance Training.*

22-68 *Background and Situational Confidence: Their Relation to Performance Effectiveness.* (ES-50)

23-68 *Inflight Performance After Zero, Ten, or Twenty Hours of Synthetic Instrument Flight Training.* (ECHO IV)

24-68 *A Preliminary Application of the Critical Incident Technique to Combat Performance of Army Aviators.* (ES-50)

25-68 *A View of Man's Role and Function in a Complex System.* (ES-61)

Appendix B

WORK UNITS BY DIVISION[1]

Director's Office

COLDSPOT—Human Factors in Military Performance in Extreme Cold Weather

PIONEER—Development of Methods and Concepts for Training and Motivation Research (Subtasks were assigned to various Divisions)

SPECIAL—Training in Special Warfare, Counter-Insurgency and Related Missions

TRADER—Developing Guidance for Establishing Requirements and Characteristics of Training Devices (Subtasks were assigned to various Divisions)

Division No. 1 (System Operations)

ANSCALE—Development of an Anxiety Scale for Use in Army Training Research

CINCO—Procurement, Classification, and Training Problems at the Army Intelligence School

CLASSIC—A Program of Research on the Activities and Training of Guided Missiles Personnel

COLDSPOT—Human Factors in Military Performance in Extreme Cold Weather

CONTACT—Development of Training Procedures for Faster Acquisition of Perishable Tactical Information From Non-English-Speaking Prisoners of War

FICON—A Study of the Activities of Ordnance Fire-Control Maintenance Personnel in the Field and the Relationship Between These Activities and Training

FORECAST—Development of a Method of Forecasting Training Demands Imposed by New Electronic Weapon Systems

IMPACT—Instructional Model/Prototypes Attainable in Computerized Training

INTACT—Integrated Contact/Instrument Training

JOBTRAIN—Development of a Method for Building Training Programs for Signal Corps Electronics Repairmen

KNOWHOLD—The Assessment of Military Knowledge at Different Stages of the Career Cycle

LIFT—Army Aviation Helicopter Pilot Training

LIMIT—Adapting Service School Courses for Enlisted Men With Minimal Qualifications

LOCK-ON—Training of Guided Missiles Operator Personnel

METHOD—Research for Programed Instruction in Military Training

MOSAIC—Studies on Organization and Operation of Electronic Maintenance Units

NICORD—Training of Ordnance Guided Missile Maintenance Personnel

OBSERVE—Improved Methods for Training Aerial Surveillance Personnel

OVERDRIVE—Analysis of Training Requirements for Operation of an Amphibious Ground Effect Machine

POLICY—An Analysis of Committee Problem-Solving Techniques at the National War College

PRESSURE—An Experimental Study of the Relationship Between Anxiety Level and Performance in a Military (Rifle Firing) Situation

---

[1] Work Units that have been transferred from one Research Division to another are listed under both Divisions.

PROTECT—The Performance of Military Personnel Wearing Protective Masks

RADAR—Training of Radar Operators and Maintenance Personnel

RADOP—Improvement of Student Performance in Radio Operation Courses

REPAIR—Training of Electronics Maintenance Personnel

SCOPE—Survey of the Educational and Training Programs of the AA and GM Branch, the Artillery School, Ft. Bliss, Texas

STINTRAC—Training of Scientific and Technical Information System Personnel

TRACE—Development of Improved Electronic Trouble Shooting Procedures and Teaching Methods

TV—Evaluation of Television in Army Training

Division No. 2 (Armor)

APTITUDE—Basic Training Achievement in Infantry Squads With Controlled Aptitude

ARMORCOM—Improvement of the Communications Proficiency of Armor Personnel

ARMORNITE—Human Factors in Armor Operations Under Conditions of Limited Visibility

ARSUR—A Survey of Training Problems in Armor

FIREPOWER—Methods for Improving Performance in Tank Gunnery

FLINCH—The Effect of Flinch Upon M1 Rifle Marksmanship

GUNNERY—Conservation of Tank Ammunition Through an Improved Training Method: Subcaliber Substitution

MAPREADING—Assessment of Effectiveness of Basic Map-Reading Training

MAPUSING—The Mapusing Proficiency of Army Personnel

MBT—Training Guidelines for the US/FRG Main Battle Tank

MOBILITY—Methods for Improving Vehicle Maintenance

PROFICIENCY—Proficiency Testing: The Development of Performance Proficiency Tests for Basic Trainees

RADEV—A Comparison of the Training Effectiveness of the Stereo Range Finder Device OROPT-TI and the Tank-Mounted Range Finder

RANGEFINDER—A Study of Training and Selection of Stereoscopic Range Finder Operators for Armor

RECON—Training Methods and Techniques for Improving Combat Readiness of the Armored Cavalry Platoon

SHOCKACTION—Evaluation and Improvement of Individual Training for Tank Crewmen

SPANOCON—Human Factors Influencing Span of Control Within Military Organizations

STALK—The Time Required to Achieve a Hit With the Main Armament of Several U.S. Tanks in Their Present State of Development

TANKER—Improved Methods for Training Tank Commanders

TRACK—The Training Effectiveness of the Track and Suspension Trainer Device

TRAINER—An Evaluation of the Prototype Model of a Tank Hull Trainer

TRIGGER—Monitoring on M1 Training Program Designed to Reduce Flinching

UNIT—Evaluation and Improvement of Tank Platoon Training

VISION—Evaluation of an Experimental Armed Forces Vision Tester

WHOLEPART—A Comparison of the Whole and Part Methods of Marksmanship Training

Division No. 3 (Recruit Training)

AAA—Factors Affecting Efficiency and Morale in Antiaircraft Artillery Batteries

BASICTRAIN—Improved Training Procedures for Basic Combat Training (ATP 21-114)

CAREER—The Army as a Career for Existing and Potential Qualified Personnel

CENTER—Improvement of Effectiveness of Basic Combat Training Graduates

DECISION—Factors Influencing Command and Tactical Decision Making

DESERT ROCK V—Psychological Study of Troop Reactions at an Atomic Explosion

ENDORSE—Effects of Controlled Isolation on Performance

FIGHTER—Factors Related to Effectiveness and Ineffectiveness of Individuals in Combat

INTERSQUAD—A Study of the Factors Which Account for the Differences Between Effective and Ineffective Rifle Squads

NCO—Research in Support of Training of Potential Noncommissioned Officers

OCS—An Investigation Into the Characteristics of Qualified Applicants for Officer Candidate Schools and the High Attrition in These Schools

OFFTRAIN—Studies in Leadership and Leadership Training

QUIZ—Psychological Techniques for Facilitating and Countering Interrogative Processes

RAID—Methods for Improving the Effectiveness of Small Groups Under Stress

RIFLEMAN—Improvement of the Combat Proficiency of the Light Weapons Infantryman

SPECTRUM—Development of Effective Training Across All Aptitude Levels

STRANGER—Long-Term Memory of Motor Skills

SWINGSHIFT—Techniques and Training Methods for Improving Individual and Squad Infantry Performance in Operations During Limited Visibility

TRANSITION—Research on Factors of Civilian-Military Transition of Army Recruits

UNIROTE—A Study of Combat Arms Unit Rotation

Division No. 4 (Infantry)

ACTION—Research for Improvement of Infantry Stability Operations Training

BASICTRAIN—Improved Training Procedures for Basic Combat Training (ATP 21-114)

COMTAC—Tactual Communication as a Medium for Increasing Control in Small-Unit Operations

HIGHLEAD—Training for Leadership at Senior Levels of Command

HILO—An Experimental Study of Habituation to Height at the Mock Tower

LEAD—Development of Training for Improving the Combat Skills of Leaders in Small Infantry Units

MOONLIGHT—Improved Methods for Training the Soldier Under Limited Visibility Conditions

OFFTRAIN—Studies in Leadership and Leadership Training

PATROL—Methods for Increasing Accuracy, Extent, and Reliability of Information Obtained From Reconnaissance Patrols

PLATTRAIN—Experimental Development of Procedures and Methods Designed to Improve the Tactical Proficiency of the Rifle Platoon

RIFLEMAN—Improvement of the Combat Proficiency of the Light Weapons Infantryman

ROCOM—Development of Methods and Techniques for Improving the Output of ROTC

SQUADTRAIN—Use of the Rifle Squad Field Problem for the Evaluation and Improvement of the Tactical Training of the Infantry Rifle Squad

SWINGSHIFT—Techniques and Training Methods for Improving Individual and Squad Infantry Performance in Operations During Limited Visibility

TRAINFIRE—Experimental Development of Improved Proficiency Tests and Training Methods for Improving the Effectiveness of Combat Riflemen

UNIFECT—Procedures for Increasing the Effectiveness of Small Infantry-Type Units

Division No. 5 (Air Defense)

ACHILLES—An Evaluation of the Maintenance Proficiency of Fire Control System Technicians

INGO—Methods for Deriving Instructional Objectives

MAINTRAIN—Maintenance Proficiency and Its Relation to Training Procedures for Guided Missile Personnel

MANICON—Determination of Performance Capabilities and Training Requirements for Manual Command and Control Functions of the NIKE-X Weapon System

RADAR—Training of Radar Operators and Maintenance Personnel

RINGER—Fidelity Requirements for Training Devices

SAMOFF—Systematic Analysis of Training Requirements and Procedures for Surface-to-Air Missile Battery Officers

SKYFIRE—Training Methods for Forward Area Air Defense Weapons

SPUR—Studies of Motivation in Technical Training

STAR—Aircraft Recognition Training

TEXTRUCT—Methods of Instruction in Technical Training

UPSTREAM—Procedures for Anticipating Training Requirements for Future Air Defense Guided Missile Systems

VIGIL—Methods and Techniques for Improving Performance of Air Defense Missile Operator Personnel

Division No. 6 (Aviation)

ECHO—Synthetic Flight Training Programs and Devices

HELFIRE—Methods for Improving Training and Performance in Aerial Firepower Systems

INTACT—Integrated Contact/Instrument Training

LIFT—Army Aviation Helicopter Pilot Training

LOWENTRY—Methods for Improving Navigation Training for Low-Level Flight

OBSERVE—Improved Methods for Training Aerial Surveillance Personnel

REFLECT—Flight Trainer Requirements in Army Aviation Pilot Training

ROTOR—Design of Rotary Wing Training Devices

Division No. 7 (Language and Area Training)

AREA—Development of Concepts and Techniques for Area Training

CIVIC—Guidelines for Civic Action Advisors

CONTACT—Development of Training Procedures for Faster Acquisition of Perishable Tactical Information From Non-English-Speaking Prisoners of War

CULTECH—Technical Training Across Cultural Barriers

MALT—Construction and Evaluation of a Short, Automated Vietnamese Language Course

MAP—Development of Guidelines for Training Personnel for Military Assistance Advisory Duties

REFILL—Survey Investigations in Foreign Language Learning

SOJOURN—Overseas Military Posts and Communities

Motivation, Morale, and Leadership Division

ACCIDENT—Studies of Morale and Motivation Factors Influencing Effectiveness of Individual Soldiers: Off-Duty Driver Accidents

ADCIVA—Studies of Psychological Adjustment to the Requirements of Military Life: Factors in Recruits' Adjustment

DESERT ROCK I—Factors Influencing Performance of Troops Exposed to an Atomic Shot

DESERT ROCK IV—Factors Influencing Performance of Troops Exposed to an Atomic Shot

JUMPBOOT—An Investigation Into Causes and Methods of Overcoming Attrition in the Army Airborne Training Program

MEDICORPS—Research on Career and Recruitment Problems of the Army: Opinion Survey of Army Medical Men

ORIENT—Orientation Procedures for Airborne Trainees

READ—Studies of Morale and Motivation Factors Influencing Effectiveness of Individual Soldiers: Evaluation of the Basic Education Program

SCALO—A Further Study of Linear Segments Technique of Scalogram Analysis Including the Problem of Reliability

STIR—A Study of Factors Contributing to Delinquency in the Army

VOLAIR—A Study of the Comparison of Basic Trainees (Non-Airborne Volunteers) and Airborne Volunteers on Demographic, Attitude, and Personality Characteristics

WIGWAG—Survey of a Technical Training School

YUCCA—Reactions of Troops at an Atomic Maneuver: (a) Study of Palmar Sweating; (b) Information and Attitudes of Troops at DESERT ROCK V.

Psychological Warfare Division

ACROSS-RETURN—Evaluation of Effects of Intercultural Contact Between U.S. Army Personnel and Their Dependents and Foreign Nationals

CHATTER—Factors Contributing to the Gaining of Attention, Understanding, and Credibility in Communications

COMPRAC—Preliminary Investigation of Communication Practices in Pre-Maneuver and Maneuver Situations

GAMBIT—Identification of Personnel Characteristics for Evaluating Special Forces Training

KAZPO—A Study of the Vulnerabilities of the Kazakh Population

MELITE—Pilot Research on a Comparative Study of Military and Scientific Leaders in Selected Countries

PSYFREE—Communist Indoctrination and Use of Prisoners of War for Psychological Warfare Operations

PSYJOB—Determination of Training Requirements for Propaganda Personnel

RIM—Research on Methods of Interviewing Foreign Informants

TICK—A Study of Communist Motivation

TREBLE—Exploratory Survey of Music as Used in Propaganda

Indexes

Author Index
Key-Word-Out-Of-Context Index

AUTHOR INDEX

Abelson, H.I. 32,65
Ammerman, H.L. 69,135
Anderson, E.N. 77
Anderson, H.E., Jr. 119,165
Anderson, J.C. 33,34
Anneser, R.E. 79
Arbit, J.A. 46,178
Arnold, R.D. 122
Atkinson, R.C. 106
Baerman, D.J. 65,93,138,159
Bailey, C.J. 22
Baker, R.A. 113,123,138,139,159,169,191,193, 194,195,196,197,198,199,201
Baldwin, R.D. 43,114,118,161,162, 163,164,165,173
Bancroft, C.A. 59,65,120
Barch, A.M. 117
Barlow, C. 102
Battrick, W.T. 193
Beals, A. 28
Beckwitt, H.S. 65,115
Beecroft, R.S. 79
Beezer, R.H. 131
Behringer, R.D. 170
Benson, S.B. 51
Bergum, B.O. 161,162,163,164,191,193
Berkun, M.M. 52,53,54,55,56,57, 58,182,190,191
Bernardo, R. 121
Bernstein, A.J. 127
Bernstein, B.B. 93
Berry, J.L. 54,55,56
Bialek, H.M. 31,53,54,55,56,57,116,191
Birdsall, J.E. 63
Bjorklund, J.F. 181,182
Blum, R. 189
Bordes, P.A. 42
Boren, L.M. 131,200
Boutwell, J. 157
Boyd, H.A. 172
Boyd, J. 99
Boyles, W.R. 172,174,204
Bradbury, W.C., Jr. 150
Bradford, R.G. 144
Braun, H.W. 74
Bright, H.F. 189
Brown, C. 51,52,53,146
Brown, F.L. 75,110,129
Brown, G.H. 41,118,124,127,128
Brown, R.L. 37,171
Brown, W.F. 134
Burday, G. 46,178
Burdick, H.A. 30,121,182,183,193
Burnstein, D.D. 59,60,181
Butler, P.J. 101
Cahalan, D. 89
Campbell, V.N. 106,107
Cannon, L.D. 59,141,170,181
Capretta, P.J. 54,56,57
Carlson, E.R. 32
Caro, P.W., Jr. 44,45,102,186,204
Carter, L.F. 189
Cassileth, B.M. 184
Caylor, J.S. 155
Chambliss, D.J. 161
Chreitzberg, J. 146
Christensen, H.E. 143,149
Christie, R. 16
Cianci, S.N. 111
Cisin, I.H. 190
Claflin, J.L. 164
Clark, R.A. 71
Cline, V.B. 28,51,52,53,158
Cogan, E.A. 87,88,197,198,201,202
Coleman, E.B. 195
Colgan, C.M. 77
Cook, J.G. 123,139,159
Cooper, LTC D. 185,192
Cooper, J.O. 153
Corbino, J.P. 124
Cox, J.A. 69,131,145,149,152,185,200
Crawford, M.P. 190,191,192,193,194,195,196, 197,199,200,202,203,204
Czeh, R.S. 49
Danielian, J. 18,19,20
Darby, C.L. 134,148
Dawkins, P.B. 103
Deane, G.E. 41
DeBurger, R.A. 23
DeLuca, A.J. 132
Demaree, R.G. 83,191
Denenberg, V.H. 87,151,152,156,167,189
Desiderato, O.L. 156
Deveney, K.L. 102
Dinh Van Ban 86
Dixon, T.R. 184
Dressel, R. 166
Drucker, E.H. 170,199
Duffy, J.O. 77

Duryea, R.A. 28
Easley, D.L. 23,24,25
Eckles, A.J. III 65,144
Edmonds, E.M. 81
Egbert, R.L. 50,51,52,53
Eliasson, LTC A.H. 70,76,81,102,194,195
Elkin, A. 29
Evans, G.W. 164
Fightmaster, W.J. 134
Fiks, A.I. 85,86,124
Finan, J.L. 42,191,192,195
Findlay, D.C. 17,88
Fink, C.D. 62,63,64,145,194,205
Fink, R. 109
Floyd, A., Jr. 148,193
Follettie, J.F. 29,110,173,179
Fooks, N.I. 129,130,153
Forbes, L.M. 46,178
Forgy, E.W. 51,52,53
Foster, R.J. 18,19,20,33
Fox, W.F. 186
Fox, W.L. 142
Frederickson, E.W. 140,164,173
Friel, D.J. 145
Froehlich, D.K. 169
Galloway, W.D. 171
Gardner, R.A. 134
Garvey, C.C. 39,40
Gebhard, R. 72
George, C.E. 157,203
Gildersleeve, K.R. 171
Gillson, P. 95
Goffard, S.J. 31,79,120,122,179,195
Goldbeck, R.A. 35,83,160
Goodman, B.E. 169
Gordon, D.A. 22,193
Gorham, W.A. 144
Goss, A.E. 22
Gray, G. 109
Gray, T.H. 81,82
Green, E.J. 26
Greer, G.D., Jr. 27,28,29,50,76,77,102
Griggs, G.D. 193
Grubb, J.W. 88
Haas, P.M. 48,178
Haggard, D.F. 59,60,93,117,118,180,186
Haid, MAJ D.J. 66
Hall, C.E. 111
Hall, M.J. 23,24
Hamilton, C.E. 23
Hammes, J.A. 153
Hammock, J.C. 17,49,112,117,191
Hampton, G.L. III 48,121,178
Hanes, R.M. 35
Harris, J.S. 84
Hatfield, CPT J.L. 77
Hausknecht, R.O. 166,168
Haverland, E.M. 134,135,136
Havron, M.D. 144
Hayes, J.F. 145
Heilmann, J.C. 166,168
Heimstra, N.W. 76,79
Hesson, CPT J.M. 102,103
Heyl, A.A. 190
Hibbitts, F.L. 95
Hicks, J.M. 178,179
Hield, W. 146
Hitchcock, L., Jr. 83,118
Hitt, J.D., Jr. 161
Hoak, G.R. 157
Hochstim, J.R. 42
Hoehn, A.J. 19,72,87,194
Hoke, S. 49
Holmen, M.G. 104,105
Hood, J.J. 116
Hood, P.D. 96,97,98,99,100,203
Hunter, H.G. 92,170,172,202
Isley, R.N. 44,45
Jackson, M.A. 24
Jacobs, M. 15
Jacobs, T.O. 75,107,108,201,203
Johnson, R.H. 193
Jolley, O.B. 45,70,77
Jones, A.M. 104,105
Jones, F.E. 94,154,177
Jones, R.J. 32,199
Jwaideh, A. 36
Kandel, E.J. 46,178
Kanner, J.H. 156
Katter, R.V. 50,104,105,106,107
Kay, E. 83,160
Kelly, H.E. 111,129,130,147,153,
154,190,195,197
Kelsay, R.C. 59,93
Kerle, R.H. 53,56
Kern, R.P. 55,57,58,96,98
Kessler, T. 170
Kim Sun Ho 150
Kirkpatrick, J.J. 150
Klein, I.C. 161,162
Klores, M.S. 169
Knox, R.E. 54,55
Kolstoe, R.H. 49,101,191
Kopstein, F.F. 68,172
Kotses, H. 132
Kovner, M. 115
Kowal, B. 196,197
Krader, L. 74
Kraemer, A.J. 18,23,24,25
Kraemer, R.E. 89
Kubala, A.L. 143,149
Kulp, R.A. 180
Kurtz, K.H. 138
LaMonaca, H.L. 55,56
Lange, C.J. 106,107,195,196
Lavisky, S. 186,202,204
Leedy, H.B. 145
Lehr, D.J. 162,163,164
Levy, L. 61

Lewis, J.W. 109
Lodge, R. 95
Longano, A.A. 141
Louis, N.B. 25,76
Luce, T.S. 185
Lyman, B. 171
Lyons, J.D. 117,118,192,195,201,205
MacCaslin, E.F. . . 61,113,138,139,167,194,197,198
Mager, R.F. 83,118,148
Magner, LTC G.J. 16
Maisel, R. 16
Mandell, W. 16
Marder, E. 137
Matheny, W.J. 133
Mathers, B.L. 21,26,138,190
Matyas, S.M. 17
McClelland, W.A. 62,192,194,195,196,197,200,205
McClure, A.H. 72,114
McCluskey, M.R. 140
McCrary, J.W. 85,172
McCrystal, T.J. 29,75
McDonald, R.D. 47,55,56,146
McFann, H.H. 42,55,56,58,153,155,177,190,201,203
McGuigan, F.J. 88,156,167
McKay, J.B. 111,129
McKnight, A.J. 101,109,151,170,199,202
McNeil, M. 31
McRae, A.V. 157
Meeland, T. 50,51,52,53,54
Melching, W.H. 69,86,149,183,198
Meyers, S.M. 150
Michaelson, LTC F.J. 194
Mighell, C.R. 153
Miller, A.L. 25,197,199
Miller, I. 51,52
Miller, K.R. 23
Mills, J. 30
Montague, W.E. 74,87,101,114
Montgomery, R.C. 185
Monty, R.A. 46,47,178,179
Moren, R.I. 38,39,114
Morse, J.L. 134
Mumford, J.W. 93
Murphy, D.B. 46,47,48,121,177,178,179
Myers, M.B. 27
Myers, T.I. 13,46,47,177,178,179
Nathan, J. 67
Neal, G.L. 147,175
Nedved, K. 67
Nelson, F.B. 183
Nettler, J.S. 121,183
Nibarger, D. 37
Nichols, K.M. 196
Nichols, T.F. 129,147
Niehoff, A.H. 33,34,197
Nolan, C.Y. 93
Nordlie, P.G. 102,144
Nye, R.D. 33
Odom, CWO W.F. 94
Ollie, G. 37
Olmstead, J.A. 67,187,198,203
Olson, H.C. 22,26,93,122,141,166
O'Nan, D.T. 20
Ono, H. 182
Openshaw, J.W. 79
Osanka, F.M. 141
Osborn, W.C. 169,196
Osburn, H.G. 16,76,146,168
Pace, N. 54
Palk, B.E. 88
Palmer, D. 27
Palmer, F.H. 13,106,190
Paradise, N. 168
Parker, MAJ H.E. 190
Parrott, M. 23,159,194
Patterson, W.E. 193
Peterson, C.W. 96
Poe, A.C., Jr. 70
Porter, V.F. 65
Powers, T.R. 129,130,132,147,203
Pressgrove, A. 95
Prince, A.I., Jr. 74,76,112
Prophet, W.W. 44,45,70,196,197,204
Prunkl, P.R. 174
Pryle, J.B. 19
Ramond, C.K. 153
Reddan, J.G. 65,120
Restle, F. 112
Reynolds, D. 201
Richards, CPT B.F. 102
Richardson, I.F. 104,105,158
Ridenour, R.R. 148,185
Rittenhouse, C.H. 41,106,189
Roach, E.G. 88,138,159
Robinson, J.A. 180
Robinson, J.P. 102,159
Rocklyn, E.H. 38,39,40,199
Roeckelein, J.E. 174
Rogers, J.P. 83,84,194
Rogge, H. III 17
Root, R.T. 190,191
Rosenblatt, R.D. 201
Rosenquist, H.S. 94,110,129
Rotberg, I.C. 90,91
Rozran, G.B. 49
Runyon, R.P. 156
Rupe, J.C. 134,149,160
Saltz, E. 43
Sanders, E.S. 153
San Giuliano, R.A. 171
Sarvis, H.C. 129,191,193
Schatz, L. 15
Scheier, I.H. 74
Schlesinger, L.E. 115
Schmitt, K. 37
Schmitz, M.A. 59,144
Schreiber, A.L. 102

Schulman, R.M. 180,181
Schulz, R.E. 197
Schwartz, S.G. 42,148
Scott, G. 113
Scott, J.W. 132
Sebree, E.B. 194,198,199,200,201
Segal, J. 115
Seidel, E. 146
Seidel, R.J. 68,91,92,172
Seiden, H. 117
Seidman, D. 28,51
Shanley, F.J. 106,107,158
Sheldon, R.W. 181,182,196,197
Shock, R.G. 93
Shoemaker, H.A. 127,128
Showel, M. 31,51,96,97,98,99,100,142,158
Shriver, E.L. 62,63,64,94,95,185,201
Sipowicz, R.R. 193,194,195,196
Siskel, M., Jr. 125
Sivy, J. 94
Sloan, S. 98
Smith, C.D. 134
Smith, J.P. 93
Smith, R.G., Jr. 134,148,149,192,193,196,197, 198,199,200,202,203,205
Smith, Seward 47,48,121,153,177,178,179
Smith, Sheldon 33
Smith, W.D. 77,125
Snyder, R. 27,30,41,43
Solomon, A. 37
Spern, R.A. 37
Spickler, M.W. 51,52,53,158
Spires, G.H. 169
Stark, E.A. 59
Stevenson, P.H. 25
Stewart, E.C. 18,19,99,100
Stiles, H.J. 83
Stockton, E. 56
Sucansky, P. 132
Syx, E. 98
Tallarico, R.B. 87,88
Taylor, E. 99
Taylor, I.A. 16
Taylor, J.E. 94,99,110,111,129,142,153
Terry, D.F. 178
Thielges, J.R. 133
Thomas, F.H. 66,102,103,175,204
Thorne, H.W. 84,131
Thune, L.E. 65
Timiras, P.S. 54
Trafton, C.S. 84
Trexler, R.C. 62,63,64,95,185
Turk, H. 36
Uliassi, P.D. 90,150
Upchurch, H.M. 140
Vallance, T.R. 192,193,195,196
Van Loo, J.A., Jr. 59,60
Vineberg, R. 117,118,128,185,191,192
Voiers, W.D. 22
Walk, R.D. 73
Walker, J.N. 51,52,53,116
Waller, T.G. 81,82
Ward, A.A. 153
Ward, J.S. 67,129,130,153,190,203
Ware, J.R. 169,193,194,195,196,197,199,201
Warne, R.D. 102
Warnick, W.L. 123,139,159
Washburne, N.F. 36
Watson, D. 146
Wayne, I. 74
Weidenfeller, E.W. 195
Weiss, W. 98
Wesemann, A.F. 179
Wheeler, L.S. 121
Whipple, J.E. 118,119
White, B.W. 27,43
Whitmore, P.G., Jr. 14,15,69,83,145,148,149,186
Whittemore, J.M. 127
Whittenburg, J.A. 102
Wienke, R.E. 173
Wight, A.R. 59
Willard, N., Jr. 26,59,120,122,144,196
Williams, W.L., Jr. 14,15,83,160,185,193
Willmorth, N.E. 26,88
Wilson, F.W. 27
Windle, C.D. 67,177,190
Winick, D.L. 93
Winograd, B. 14,32,42,43
Wischner, G.J. 74,117
Wolff, P.C. 59,60,181
Wolpert, M.G. 27
Wood, R.O., Jr. 131,196
Woodruff, A.B. 139
Woolman, M. 80,90
Wright, A.D. 140,161,162,163,164,173,184
Wright, R.H. 81,82,196,199
Yagi, K. 54,55,56,57
Young, MAJ A.R. 76
Young, J.S. 155
Yuker, H.E. 16
Zaynor, W.C. 127
Zinovieff, A. 39
Zook, L.M. 204,205

KEY-WORD-OUT-OF-CONTEXT (KWOC) INDEX

Description of the KWOC Index

A key-word-out-of-context (KWOC) index is included in this Bibliography for the convenience of readers. The index is based on the information in Part II of the Bibliography.

Constructing the Index

The KWOC index is designed to provide an efficient method of searching the bibliography for references on a particular subject. The index is constructed by alphabetizing bibliographic titles on the basis of "key words"—those words in the title that present the greatest amount of subject-oriented content. Titles typically contain several such key words, and each title is listed separately and completely for each key word occurring in its title, as the following examples show. Titles are listed in the order of alphabetic occurrence of its key words, which are printed out of context down the left of the page for easy scanning. A key word is followed by all of the titles containing that key word. In the title itself the key word is set off with arrows: thus, >key word<.

Examples: (Key words are underlined for these samples)

Simulation Exercises in Area Training/ Cross-Cultural Communication
The Simulation of Cross-Cultural Communication/ Area Training
Live Simulation of Affect-Laden Cultural Cognitions

Titles as they appear in the KWOC index:

```
AFFECT-LADEN      LIVE SIMULATION OF>AFFECT-LADEN<CULTURAL COGNITIONS
AREA              SIMULATION EXERCISES IN>AREA<TRAINING/ CROSS-CULTURAL COMMUNICATION
                  THE SIMULATION OF CROSS-CULTURAL COMMUNICATION/>AREA<TRAINING
COGNITIONS        LIVE SIMULATION OF AFFECT-LADEN CULTURAL>COGNITIONS<
COMMUNICATION     SIMULATION EXERCISES IN AREA TRAINING/ CROSS-CULTURAL>COMMUNICATION<
                  THE SIMULATION OF CROSS-CULTURAL>COMMUNICATION</ AREA TRAINING
CROSS-CULTURAL    SIMULATION EXERCISES IN AREA TRAINING/>CROSS-CULTURAL<COMMUNICATION
                  THE SIMULATION OF>CROSS-CULTURAL<COMMUNICATION/ AREA TRAINING
CULTURAL          LIVE SIMULATION OF AFFECT-LADEN>CULTURAL<COGNITIONS
EXERCISES         SIMULATION>EXERCISES<IN AREA TRAINING/ CROSS-CULTURAL COMMUNICATION
SIMULATION        >SIMULATION<EXERCISES IN AREA TRAINING/ CROSS-CULTURAL COMMUNICATION
                  THE>SIMULATION<OF CROSS-CULTURAL COMMUNICATION/ AREA TRAINING
                  LIVE>SIMULATION<OF AFFECT-LADEN CULTURAL COGNITIONS
TRAINING          SIMULATION EXERCISES IN AREA>TRAINING</ CROSS-CULTURAL COMMUNICATION
                  THE SIMULATION OF CROSS-CULTURAL COMMUNICATION/ AREA>TRAINING<
```

The titles are not always listed in the index exactly as they are in the Bibliography. Because of space limitations of the computer printout, some long titles had to be edited; however, every effort was made to retain the original context. Those titles that have been truncated are indicated by an asterisk (*) with the code. In some cases, words were abbreviated in order to retain as much as possible of the original title; when these words are key words, they appear abbreviated in the title, but in the out-of-context list they appear in their full form. Where the original title did not contain sufficient subject matter for effective reference, words were added to the title to serve as additional key words. These are indicated by a virgule (/) at the end of the title and between the added words (see titles listed above for two examples of titles with added words). In some cases the listing of titles for a key word may continue from the bottom of one page to the top of the next; where this occurs, the key word is repeated at the top of the page and underlined to indicate continuation. For the convenience of users, the first and last key words that appear on a page are shown at the bottom center of the page.

Using the Index

To use the index:

1. Frame a search question and select from it the key words.

2. Search the alphabetical key word list for key words and inspect the titles in which they occur for relevance. (If titles listed under the first-selected key words do not prove useful, then synonymous words will usually disclose useful titles. For instance, if titles listed under "training" do not provide enough information, such words as "education," "curriculum," and "course" may provide the desired items.)

3. When titles that appear relevant are found, use the reference codes following each title to locate the complete citations in the Bibliography. This reference code is keyed directly to the page numbers in Part II of this Bibliography. In all cases the page number—the first segment of the code—refers to the page on which the title appears.

From the second segment of the code, the year, the searcher knows how recent the item is, and also can locate the item more quickly on the page.

The last segment varies with the type of research effort to which the item is related. The Work Units are identified by not more than five letters of the code word, e.g., COMTA = COMTAC. Usually they are the first five letters, but in some cases an exception was made to distinguish between Work Units with similar names. The Exploratory Studies and the Basic Research Studies are identified by number, e.g., ES-20, BR-9. Technical Advisory Service and General items are coded as such, and are most easily located by the page and year segments of the code.

Example of research code:

58/63/FIGHT	Page 58, year 1963, Work Unit FIGHTER.
171/65/ES-30	Page 171, year 1965, Exploratory Study 30.
183/66/BR-11	Page 183, year 1966, Basic Research Study 11.
186/66/TAS	Page 186, year 1966, Technical Advisory Service.
193/60/GENRL	Page 193, year 1960, General section.

The alphabetical ordering by subject content of the key words make it possible to enter the KWOC index at any point and scan only those titles that contain concepts of current interest to the literature searcher.

A-BOMB	GAIN IN INFORMATION IN THE DESERT ROCK>A-BOMB<MANEUVERS	43/54/DR-V
A-SCOPE	TARGET DETECTABILITY ON AN>A-SCOPE<AS INFLUENCED BY VERTICAL AND HORIZONTAL VIDEO AMPLIFICATION	162/62/VIGIL
ABILITY	>ABILITY<GROUPING IN ARMY BASIC COMBAT TRAINING	17/56/APTIT
	MEASURES OF>ABILITY<AND PROGRAMED INSTRUCTION PERFORMANCE/ INDIVIDUAL DIFFERENCES	183/65/BR-11
	THE INFLUENCE OF PRACTICE FRAMES AND VERBAL>ABILITY<ON PROGRAMED INSTRUCTION PERFORMANCE	183/66/BR-11
	PAIRED-ASSOCIATE TRANSFER AS A FUNCTION OF>ABILITY<LEVEL IN THE A-B, C-A AND A-B, B-C PARADIGMS	181/68/BR-8
	A TEST-RETEST STUDY OF TWO TESTS MEASURING MECHANICAL>ABILITY<	54/59/FIGHT
ACADEMIC	COURSE ACHIEVEMENT OF STUDENTS WITH UNSATISFACTORY>ACADEMIC<AVERAGES IN BASIC ELECTRONICS/ APTITUDE	119/58/RADAR
ACADEMIES	OBSERVATIONS ON A NUMBER OF NONCOMMISSIONED OFFICER>ACADEMIES<	96/58/NCO
ACCIDENT	ARMY>ACCIDENT<REPORTING- RESULTS OF SOME EXPLORATORY INTERVIEWS	14/54/ACCID
ACCIDENTS	AN EXPERIMENTAL EVALUATION OF A DRIVER SIMULATOR FOR SAFETY TRAINING/ DRIVER ATTITUDES/>ACCIDENTS<	170/66/ES-20
ACCURACY	GROUP CONSENSUS AND JUDGMENTAL>ACCURACY<- EXTENSION OF THE ASCH EFFECT	179/66/BR-6
	THE EFFECT OF TRAINING ON>ACCURACY<OF ANGLE ESTIMATION	81/64/LOWEN
	THE EFFECT OF TRAINING ON>ACCURACY<OF ANGLE ESTIMATION/ AERIAL NAVIGATION TRAINING/ MAP READING	81/65/LOWEN
	TEST OF>ACCURACY<AND SPEED OF FIRE WITH IMPROVED LOOP SLING, COMBAT RIFLE SLING, AND WITHOUT SLING	*153/54/TRANF
	TEST OF>ACCURACY<OF FIRE WITH THE LOOP SLING, COMBAT RIFLE SLING, HASTY SLING, AND WITHOUT A SLING	*153/55/TRANF
ACHIEVEMENT	TRAINING>ACHIEVEMENT<IN BASIC COMBAT SQUADS WITH CONTROLLED APTITUDE	17/55/APTIT
	>ACHIEVEMENT<IN BASIC TRAINING	27/55/BASIC
	BASIC TRAINING EFFECTIVENESS- INSTRUCTION CENTRALIZATION, CURRICULUM AND>ACHIEVEMENT<EVALUATION	* 29/57/BASIC
	EFFECT OF KNOWLEDGE OF RESULTS ON TEST PERFORMANCE AS FUNCTION OF NEED>ACHIEVEMENT<AND TEST ANXIETY	*182/63/BR-10
	THE>ACHIEVEMENT<OF FOREIGN STUDENTS IN U.S. ARMY TECHNICAL SCHOOLS	41/65/CULTE
	COURSE>ACHIEVEMENT<OF STUDENTS WITH UNSATISFACTORY ACADEMIC AVERAGES IN BASIC ELECTRONICS/ APTITUDE	119/58/RADAR
	THE>ACHIEVEMENT<OF ACTIVE-DUTY AND RESERVE TANK CREWMEN IN AREAS OF ESSENTIAL ARMOR KNOWLEDGE	138/58/SHOCK
ACQUISITION	TRAINING RESPONSE MODE, TEST FORM, AND MEASURE ON>ACQUISITION<OF SEMI-ORDERED FACTUAL MATERIALS	* 29/61/BASIC
	TARGET>ACQUISITION<FROM THE ARMED HELICOPTER	66/62/HELFI
	AN EVAL OF EFFECTS OF PROGRAMED INSTRUCTION RESPONSE ORIGIN & FORM ON>ACQUISITION<& RETENTION SCORES	* 75/63/LEAD
	THE EFFECT OF PROGRAMED INSTRUCTION RESPONSE CONDITIONS ON>ACQUISITION<AND RETENTION	75/66/LEAD
ACTIONS	SOME FACTORS THAT HAVE CONTRIBUTED TO SUCCESSFUL, UNSUCCESSFUL AMERICAN INFANTRY SMALL-UNIT>ACTIONS<	*111/59/PLATT
ACTIVE	FACTORS AFFECTING THE LEVEL OF BASIC MILITARY KNOWLEDGE OF>ACTIVE<ARMY ENLISTED PERSONNEL	* 74/55/KNOWH
	BASIC MILITARY KNOWLEDGE IN THE>ACTIVE<DUTY ARMY	74/57/KNOWH
ACTIVE-DUTY	THE ACHIEVEMENT OF>ACTIVE-DUTY<AND RESERVE TANK CREWMEN IN AREAS OF ESSENTIAL ARMOR KNOWLEDGE	138/58/SHOCK
ACTIVITIES	SURVEY OF OPERATIONAL FLYING>ACTIVITIES<OF FIXED WING AVIATORS	76/62/LIFT
	SURVEY OF OPERATIONAL FLYING>ACTIVITIES<OF ROTARY WING AVIATORS	76/62/LIFT
	ORDNANCE NIKE DETACHMENT ELECTRONICS MAINT. PERSONNEL- ANALYSIS OF>ACTIVITIES<, TRNG IMPLICATIONS	*101/57/NICOR
	LEADERSHIP IN ARMY INFANTRY PLATOONS: STUDY II/>ACTIVITIES<QUESTIONNAIRE	107/60/OFFTR
	>ACTIVITIES<OF FIELD RADIO REPAIR PERSONNEL WITH IMPLICATIONS FOR TRAINING	127/58/REPAI
	WEIGHTED SCORES, RANKS, C-SCALE SCORES, EVAL>ACTIVITIES<OF JOB DESCRIPTIONS, NIKE AJAX BATTERY OFF.	*134/59/SAMOF
ACTIVITY	>ACTIVITY<PATTERN AND RESTLESSNESS DURING SUSTAINED SENSORY DEPRIVATION	178/62/BR-6
	ORDNANCE IFC ELECTRONICS MAINTENANCE ->ACTIVITY<ANALYSIS, IMPLICATIONS FOR TRAINING .PART I-- M-33	* 49/56/FICON
	ORDNANCE IFC ELECTRONICS MAINTENANCE- FIELD>ACTIVITY<ANALYSIS, TRAINING IMPLICATIONS. PART II- T-38	* 49/57/FICON
ADDITION	SPEED AND ACCURACY OF>ADDITION<IN NORMAL TIME AND DECIMAL TIME SYSTEMS	81/66/LOWEN
ADJECTIVE	SOME PROBLEMS IN THE RELIABILITY OF THE>ADJECTIVE<CHECKLIST	56/61/FIGHT
ADJUSTING	A FILTER METHOD OF>ADJUSTING<PPI'S	163/63/VIGIL
ADJUSTMENT	AN EXPERIMENTAL STUDY OF MODIFICATIONS IN FACTORS INFLUENCING RECRUITS'>ADJUSTMENT<TO THE ARMY	16/54/ADCIV
	>ADJUSTMENT<, CHINESE SOLDIERS TO COMMUNIST DEMAND FOR IDEOLOGICAL PARTICIPATION: CCF IN KOREAN WAR	*150/59/TICK
ADMINISTRATION	THE CORRECTIVE ACTION QUESTIONNAIRE- DEVELOPMENT AND>ADMINISTRATION<TO OFFICERS AND NCOS/ ATTITUDES	31/66/CENTR
ADVANCED	EVAL OF LIGHT WEAPONS INFANTRYMEN, MOS 111.0, GRADUATES OF>ADVANCED<INDIVIDUAL TRNG COURSE ATP 7-17	*129/62/RIFLE
	INSTRUCTOR'S GUIDE ->ADVANCED<LAND NAVIGATION: A PROTOTYPE COURSE	129/63/RIFLE
	>ADVANCED<LAND NAVIGATION: DEVELOPMENT AND EVALUATION OF A PROTOTYPE PROGRAM OF INSTRUCTION	130/64/RIFLE
	AN IMPROVED>ADVANCED<INDIVIDUAL TRAINING PROGRAM FOR ARMOR	139/59/SHOCK
ADVANCING	RIFLEMAN II- AN>ADVANCING<SMALL ARMS TARGET	129/59/RIFLE
ADVISOR	>ADVISOR<AND COUNTERPART ACTIVITIES IN THE MILITARY ASSISTANCE PROGRAM IN THE REPUBLIC OF CHINA	169/65/ES-2
ADVISORS	AMERICAN>ADVISORS<OVERSEAS	18/65/AREA
	THE DESIGN OF CROSS-CULTURAL TRAINING FOR MILITARY>ADVISORS<	87/66/MAP
ADVISORY	SOME LANGUAGE ASPECTS OF THE U.S.>ADVISORY<ROLE IN SOUTH VIETNAM	85/63/MALT
AERIAL	THE EFFECT OF TRAINING ON ACCURACY OF ANGLE ESTIMATION/>AERIAL<NAVIGATION TRAINING/ MAP READING	81/65/LOWEN
	RESEARCH STRATEGY IN INVESTIGATING>AERIAL<SURVEILLANCE SYSTEMS/ TARGET DETECTION	102/58/OBSER
	A FIELD STUDY COMPARISON OF VISUAL SEARCH METHODS IN>AERIAL<OBSERVATION	102/59/OBSER
	RESEARCH ON HUMAN>AERIAL<OBSERVATION. PART III: SUMMARY DATA FROM TACTICAL FIELD TESTS	102/60/OBSER
	RESEARCH ON HUMAN>AERIAL<OBSERVATION. PART I: SUMMARY	102/60/OBSER
	RESEARCH ON HUMAN>AERIAL<OBSERVATION. PART II: DESCRIPTION OF TACTICAL FIELD TEST	102/60/OBSER
	>AERIAL<OBSERVER PROBLEMS	102/61/OBSER
	LET'S TAKE A LOOK AT THE BASIC SKILLS OF>AERIAL<OBSERVERS	102/61/OBSER
	TRAINING RESEARCH ON LOW ALTITUDE VISUAL>AERIAL<OBSERVATION- DESCRIPTION OF FIVE FIELD EXPERIMENTS	*102/62/OBSER
	LOW ALTITUDE>AERIAL<OBSERVATION- AN EXPERIMENTAL COURSE OF INSTRUCTION	103/62/OBSER
	TRAINING MATERIALS FOR>AERIAL<OBSERVER INSTRUCTION IN BASIC VISUAL SKILLS	103/62/OBSER
	AUTOMATED EDUCATION IN THE TRAINING OF LOW ALTITUDE>AERIAL<OBSERVERS	103/64/OBSER
	PROGRAMED INSTRUCTION AND LOW ALTITUDE>AERIAL<OBSERVATION	103/64/OBSER
	STUDIES ON TRAINING GROUND OBSERVERS TO ESTIMATE RANGE TO>AERIAL<TARGETS	140/68/SKYFI
AFFECT-LADEN	LIVE SIMULATION OF>AFFECT-LADEN<CULTURAL COGNITIONS	20/67/AREA
AFTER-IMAGES	REVERSIBILITY OF THE>AFTER-IMAGES<OF AMBIGUOUS FIGURES	196/62/GENRL
AGGRESSION	NEED>AGGRESSION<MEASUREMENT	182/63/BR-10
AIDS	AN ANNOTATED BIBLIOGRAPHY OF RESEARCH ON TRAINING>AIDS<AND TRAINING DEVICES	191/57/GENRL
	DESIGN AND EVALUATION OF PRINTED JOB>AIDS<FOR ELECTRONICS REPAIRMEN	194/61/GENRL
	PERFORMANCE>AIDS<FOR JUNIOR OFFICERS/ SAM BATTERY OFFICERS/ JOB AID/ HANDBOOKS	135/65/SAMOF
AIMING	AN>AIMING<POINT COMPARISON STUDY	154/59/TRANF
AIR	HUMAN FACTORS IN THE>AIR<CUSHION VEHICLES (ACV)	109/62/OVERD
	RESEARCH ON>AIR<DEFENSE MISSILE OFFICERS	134/60/SAMOF
	A BIBLIOGRAPHY ON THE ROLE OF>AIR<POWER IN GUERILLA AND COUNTERGUERILLA OPERATIONS	141/62/SPECI
	A STUDY OF MATHEMATICAL SKILLS REQUIREMENTS FOR BASIC ELECTRONICS IN THE US ARMY>AIR<DEFENSE SCHOOL	185/64/TAS
	RESEARCH ON OPERATORS OF>AIR<DEFENSE SYSTEMS	161/60/VIGIL
AIRBORNE	A SURVEY OF THE BASIC>AIRBORNE<TRAINING COURSE AT FORT BENNING, GEORGIA	190/55/GENRL
	THE EFFECT OF MOCK TOWER HEIGHT IN>AIRBORNE<TRAINING	67/56/HILO
	A CRITICAL INCIDENT STUDY OF INFANTRY,>AIRBORNE<, AND ARMORED JUNIOR NONCOMMISSIONED OFFICERS	96/58/NCO
	EFFECTS OF FOUR ORIENTATION PROCEDURES ON>AIRBORNE<TRAINEES	109/53/ORIEN
	A COMPARISON BETWEEN VOLUNTEERS FOR THE>AIRBORNE<AND OTHER BASIC TRAINEES (NON-VOLUNTEERS)	*166/54/VOLAI
	A COMPARISON BETWEEN VOLUNTEERS WHO SUCCESSFULLY COMPLETE>AIRBORNE<TRAINING AND THOSE WHO FAIL	*166/54/VOLAI
	EXPLORATION FOR GUTTMAN SCALES IN A STUDY OF>AIRBORNE<VOLUNTEERS	166/54/VOLAI
AIRCRAFT	FACTORS INFLUENCING THE VISUAL DETECTION AND RECOGNITION OF LOW-ALTITUDE>AIRCRAFT<	173/66/ES-44
	PERFORMANCE OF GROUND OBSERVER IN DETECTING, RECOGNIZING, & ESTIMATING RANGE, LOW-ALTITUDE>AIRCRAFT<	*173/66/ES-44
	>AIRCRAFT<DETECTION, RANGE ESTIMATION, AND AUDITORY TRACKING TESTS IN A DESERT ENVIRONMENT	173/67/ES-44
	TRAINING ORIENTED HUMAN FACTORS ENGINEERING OF ARMY>AIRCRAFT<	199/64/GENRL
	A DISCUSSION OF U.S. ARMY>AIRCRAFT<ARMAMENT PROGRAM, 1 FEBRUARY 1963	66/63/HELFI
	A CLASSROOM METHOD OF TRAINING>AIRCRAFT<RECOGNITION	145/68/STAR
AIRCREW	RCAF EXPERIENCE WITH THE TRAINING OF NATO>AIRCREW<	193/60/GENRL
AIT	LEADERSHIP CLIMATE FOR TRAINEE LEADERS- THE ARMY>AIT<PLATOON	98/63/NCO
AJAX	THE REVISION OF NIKE PLATOON LEADER JOB DESCRIPTIONS->AJAX<TO HERCULES	134/60/SAMOF
ALPHABETS	A DIFFERENTIAL COMPARISON OF TWO TYPES OF ELECTROPULSE>ALPHABETS<BASED ON LOCUS OF STIMULATION	37/67/COMTA
ALTITUDE	LOW>ALTITUDE<AERIAL OBSERVATION- AN EXPERIMENTAL COURSE OF INSTRUCTION	103/62/OBSER
	TRAINING RESEARCH ON LOW>ALTITUDE<VISUAL AERIAL OBSERVATION- DESCRIPTION OF FIVE FIELD EXPERIMENTS	*102/62/OBSER
	PROGRAMMED LEARNING AND LOW>ALTITUDE<OBSERVATION	103/63/OBSER
	AUTOMATED EDUCATION IN THE TRAINING OF LOW>ALTITUDE<AERIAL OBSERVERS	103/64/OBSER
	PROGRAMED INSTRUCTION AND LOW>ALTITUDE<AERIAL OBSERVATION	103/64/OBSER
ALTRUISTIC	THE EFFECT OF INTERCESSION AND>ALTRUISTIC<APPEALS UPON QUESTIONNAIRE RETURN RATES	134/59/SAMOF
AM	REPAIR RECORDS OF FIELD RADIO REPAIRMEN, IV ->AM<TRANSMITTERS & RECEIVERS AND ASSOCIATED COMPONENTS	*126/56/REPAI
AMERICAN	SOME EFFECTS OF OVERSEAS DUTY ON THE ATTITUDES OF>AMERICAN<TROOPS TOWARD HOST POPULATIONS	15/54/ACROS
	>AMERICAN<ADVISORS OVERSEAS	18/65/AREA

AMERICAN	SOME FACTORS THAT HAVE CONTRIBUTED TO SUCCESSFUL, UNSUCCESSFUL>AMERICAN<INFANTRY SMALL-UNIT ACTIONS *	111/59/PLATT
AMERICANS	EXAMPLES OF CROSS-CULTURAL PROBLEMS ENCOUNTERED BY>AMERICANS<WORKING OVERSEAS- INSTRUCTORS HANDBOOK *	18/65/AREA
AMOUNT	EFFECTS OF GRAMMATICAL FACTORS &>AMOUNT<OF MATERIAL ON MEMORIZING PARAGRAPHS, SENTENCES, WORD LISTS *	179/67/BR-7
	EFFECTS OF>AMOUNT<OF INTERPOLATED ACTIVITY IN SHORT-TERM MEMORY	180/67/BR-8
AMPLIFICATION	TARGET DETECTABILITY ON AN A-SCOPE AS INFLUENCED BY VERTICAL AND HORIZONTAL VIDEO>AMPLIFICATION<	162/62/VIGIL
ANALOGUE-TYPE	INSTABILITY IN>ANALOGUE-TYPE<TARGET SIMULATORS	161/61/VIGIL
ANALYSIS	FIGHTER I- AN>ANALYSIS<OF COMBAT FIGHTERS AND NON-FIGHTERS	52/57/FIGHT
	DETERMINING TRNG REQUIREMENTS FOR ELECTRONIC SYSTEM MAINT.- NEW METHOD OF SKILL, KNOWLEDGE>ANALYSIS<*	62/60/FOREC
	A PROCEDURAL GUIDE FOR TECHNICAL IMPLEMENTATION OF THE FORECAST METHODS OF TASK AND SKILL>ANALYSIS<	62/61/FOREC
	>ANALYSIS<OF VARIANCE DESIGNS WITH DISPROPORTIONATE SUBCLASS NUMBERS	189/53/GENRL
	THE DERIVATION,>ANALYSIS<, CLASSIFICATION OF INSTRUCTIONAL OBJECTIVES/ SELECTION OF COURSE CONTENT	69/66/INGO
	>ANALYSIS<OF ELECTRONIC MAINTENANCE TASKS	101/63/NICOR
	A STUDY OF LEADERSHIP IN ARMY INFANTRY PLATOONS/ JOB>ANALYSIS<	107/58/OFFTR
	A REVIEW OF THE>ANALYSIS<OF VISUAL DISCRIMINATION IN HELICOPTER CONTROL/ PILOT TRAINING/ SIMULATION	133/66/ROTOR
	A RATIONAL>ANALYSIS<OF THE PROCESS OF INSTRUCTION	149/61/TEXTR
ANALYSTS	TWO JOBS FOR ONE IN ELECTRONIC MAINTENANCE/ ELECTRONIC SYSTEMS>ANALYSTS<	64/65/FOREC
ANGLE	THE EFFECT OF TRAINING ON ACCURACY OF>ANGLE<ESTIMATION	81/64/LOWEN
	THE EFFECT OF TRAINING ON ACCURACY OF>ANGLE<ESTIMATION/ AERIAL NAVIGATION TRAINING/ MAP READING	81/65/LOWEN
ANNOTATED	HUMAN FACTORS IN CIVIC ACTION- A SELECTED>ANNOTATED<BIBLIOGRAPHY	33/63/CIVIC
	AN>ANNOTATED<BIBLIOGRAPHY OF RESEARCH ON TRAINING AIDS AND TRAINING DEVICES	191/57/GENRL
	>ANNOTATED<BIBLIOGRAPHY OF RESEARCH STUDIES IN AVIATION MECHANICAL MAINTENANCE TRAINING	190/57/GENRL
	AN>ANNOTATED<BIBLIOGRAPHY ON PROFICIENCY MEASUREMENT FOR TRAINING QUALITY CONTROL	198/64/GENRL
	AN>ANNOTATED<BIBLIOGRAPHY ON THE TROUBLESHOOTING OF ELECTRONIC EQUIPMENT	84/62/MAINT
	UNCONVENTIONAL WARFARE- AN>ANNOTATED<BIBLIOGRAPHY OF PAPERBACK BOOKS	141/62/SPECI
	AN>ANNOTATED<BIBLIOGRAPHY ON THE AUTOMATION OF INSTRUCTION	148/59/TEXTR
ANTI-COMMUNIST	WANG TSUN-MING,>ANTI-COMMUNIST<- AN AUTOBIOGRAPHICAL ACCOUNT OF CHINESE COMMUNIST THOUGHT REFORM	150/54/TICK
ANTICRAFT	SURVEY OF THE EDUCATIONAL PROGRAM OF THE ARTILLERY SCHOOL,>ANTICRAFT<AND GUIDED MISSILES BRANCH	137/52/SCOPE
ANXIETY	>ANXIETY<SCALES FOR USE IN ARMY TRAINING RESEARCH	17/54/ANSCA
	EFFECT OF KNOWLEDGE OF RESULTS ON TEST PERFORMANCE AS FUNCTION OF NEED ACHIEVEMENT AND TEST>ANXIETY<*	182/63/BR-10
	RIFLE MARKSMANSHIP AS A FUNCTION OF MANIFEST>ANXIETY<AND SITUATIONAL STRESS	112/54/PRESS
	A STUDY OF THE EFFECTS OF MANIFEST>ANXIETY<AND SITUATIONAL STRESS ON M-1 RIFLE FIRING	112/54/PRESS
APPARATUS	A SIMPLE TRACKING>APPARATUS<FOR CLASSROOM OR EXPERIMENTATION	178/62/BR-6
APPEARANCE	FUNCTIONAL AND>APPEARANCE<FIDELITY OF TRAINING DEVICES FOR FIXED-PROCEDURES TASKS	131/65/RINGE
APPLICANTS	AN ASSESSMENT PROGRAM FOR OCS>APPLICANTS<	105/56/OCS
APPLICATION	THE CONSTRUCTION, VALIDATION AND>APPLICATION<OF A SUBJECTIVE STRESS SCALE	53/58/FIGHT
	THE>APPLICATION<OF THEORETICAL FACTORS IN TEACHING PROBLEM SOLVING BY PROGRAMED INSTRUCTION	92/68/METHO
	POSSIBLE COMBAT>APPLICATION<OF EXPERIMENTAL STEALTH MEASURING DEVICE	110/59/PATRO
	THE>APPLICATION<AND TEST OF THE FORECAST CONCEPT OF ELECTRONICS MAINTENANCE ON NAVY LORAN EQUIPMENT	185/65/TAS
APPLY	THE EFFECT OF DIFFERENT METHODS OF MOTIVATING MEN TO>APPLY<FOR OCS	104/54/OCS
APPROACH	THE>APPROACH<AND RESULTS IN THE FORECAST I EXPERIMENTAL STUDY	62/58/FOREC
APPROACH-AVOIDANC	FACTORS IN THE RECOVERY FROM>APPROACH-AVOIDANCE<CONFLICT	190/57/GENRL
APPROACHES	THE NEED FOR INNOVATIVE>APPROACHES<FOR TRAINING IN INTER-CULTURAL INTERACTION	19/67/AREA
	MODERN>APPROACHES<TO FOREIGN LANGUAGE TRAINING: A SURVEY OF CURRENT PRACTICES	124/67/REFIL
	DIFFERENTIAL>APPROACHES<TO TRAINING/ INDIVIDUAL	142/67/SPECT
APTITUDE	TRAINING ACHIEVEMENT IN BASIC COMBAT SQUADS WITH CONTROLLED>APTITUDE<	17/55/APTIT
	COURSE ACHIEVEMENT OF STUDENTS WITH UNSATISFACTORY ACADEMIC AVERAGES IN BASIC ELECTRONICS/>APTITUDE<	119/58/RADAR
	AN EVALUATION OF A BASIC EDUCATION PROGRAM IN THE ARMY/>APTITUDE</ TRAINING	122/55/READ
	DEVELOPMENT OF 2 AUTOMATED PROGRAMS FOR TEACHING MILITARY JUSTICE TO MEN OF VARIOUS>APTITUDE<LEVELS	142/68/SPECT
AREA	CROSS-CULTURAL PROBLEMS OF U.S. ARMY PERSONNEL IN LAOS AND THEIR IMPLICATIONS FOR>AREA<TRAINING	18/64/AREA
	SIMULATION EXERCISES IN>AREA<TRAINING/ CROSS-CULTURAL COMMUNICATION	18/65/AREA
	THE SIMULATION OF CROSS-CULTURAL COMMUNICATION/>AREA<TRAINING	18/66/AREA
	AN APPROACH TO CULTURAL SELF-AWARENESS/>AREA<TRAINING	19/66/AREA
	SOME RESOURCES FOR>AREA<TRAINING	20/67/AREA
ARMAMENT	A DISCUSSION OF U.S. ARMY AIRCRAFT>ARMAMENT<PROGRAM, 1 FEBRUARY 1963	66/63/HELFI
ARMED	TARGET ACQUISITION FROM THE>ARMED<HELICOPTER	66/62/HELFI
	EVALUATION OF AN EXPERIMENTAL>ARMED<FORCES VISION TESTER	166/54/VISIO
ARMOR	A SURVEY OF HUMAN FACTORS IN MILITARY NIGHT OPERATIONS (WITH SPECIAL APPLICATION TO>ARMOR<)	22/57/ARMRN
	VICTORY BEFORE DAWN/>ARMOR<NIGHT GUNNERY	23/59/ARMRN
	AN APPRAISAL OF SOME NIGHT TRAINING PROBLEMS IN>ARMOR<UNITS OF SEVENTH UNITED STATES ARMY (U)	23/61/ARMRN
	THE EFFECTS OF PRACTICE ON THE PERFORMANCE OF BASIC>ARMOR<SKILLS AT NIGHT	23/61/ARMRN
	COLLECTED PAPERS, WORK UNIT ARMORNITE: HUMAN FACTORS IN>ARMOR<OPERATIONS UNDER LIMITED VISIBILITY	25/68/ARMRN
	TECHNICAL SUPPLEMENT TO THE REPORT ON A SURVEY OF>ARMOR<TRAINING PROBLEMS	26/55/ARSUR
	A SURVEY OF TRAINING PROBLEMS IN>ARMOR<	26/56/ARSUR
	TOWARD BETTER>ARMOR<TRAINING MANAGEMENT	191/59/GENRL
	GASOLINE ECONOMY FOR>ARMOR<	93/59/MOBIL
	A STUDY OF TRAINING OF STEREOSCOPIC RANGE FINDER OPERATORS FOR>ARMOR<(U)	122/57/RANGE
	AN IMPROVED ADVANCED INDIVIDUAL TRAINING PROGRAM FOR>ARMOR<	139/59/SHOCK
	THE EFFECTS OF INCREASING AND DECREASING TRAINING TIME ON PROFICIENCY IN THE CRITICAL>ARMOR<SKILLS	138/59/SHOCK
	THE MINIATURE>ARMOR<BATTLEFIELD	159/60/UNIT
	A SURVEY OF PROBLEMS IN THE TACTICAL TRAINING OF>ARMOR<UNITS (U)	159/61/UNIT
	THE>ARMOR<COMBAT DECISIONS GAME	159/62/UNIT
	$600 TANKS EMBATTLED/ MINIATURE>ARMOR<BATTLEFIELD	159/63/UNIT
ARMORED	DESERT ROCK IV- REACTIONS OF AN>ARMORED<INFANTRY BATTALION TO AN ATOMIC BOMB MANEUVER	42/53/DR-IV
	A SURVEY ON MORALE AND LEADERSHIP AS AFFECTED BY THE ATFA-1>ARMORED<DIVISION	190/55/GENRL
	A CRITICAL INCIDENT STUDY OF INFANTRY, AIRBORNE, AND>ARMORED<JUNIOR NONCOMMISSIONED OFFICERS	96/58/NCO
	A SURVEY OF PROBLEMS IN THE TACTICAL TRAINING OF>ARMORED<CAVALRY PLATOONS	123/63/RECON
	DETERMINATION OF COMBAT JOB REQUIREMENTS FOR>ARMORED<CAVALRY PLATOON PERSONNEL	123/64/RECON
	ACT I, THE>ARMORED<CAVALRY TRAINER: CAN REALITY BE DUPLICATED?	123/67/RECON
	THE>ARMORED<CAVALRY PLATOON COMBAT READINESS CHECK	123/67/RECON
ARMORNITE	COLLECTED PAPERS, WORK UNIT>ARMORNITE<: HUMAN FACTORS IN ARMOR OPERATIONS UNDER LIMITED VISIBILITY	25/68/ARMRN
ARMY	TRANSITION FROM CIVILIAN TO>ARMY<LIFE	16/54/ADCIV
	AN EXPERIMENTAL STUDY OF MODIFICATIONS IN FACTORS INFLUENCING RECRUITS' ADJUSTMENT TO THE>ARMY<	16/54/ADCIV
	A CONTENT ANALYSIS OF COMMUNICATIONS WITHIN>ARMY<SMALL-UNIT PATROLLING OPERATIONS	37/67/COMTA
	>ARMY<RESEARCH IN HUMAN FACTORS	192/60/GENRL
	SCIENCE AND>ARMY<TRAINING: WHAT HUMRRO RESEARCHERS ARE DOING/ 1961	194/61/GENRL
	TRAINING RESEARCH IN THE UNITED STATES>ARMY<	196/63/GENRL
	THE HUMAN FACTOR IN>ARMY<AVIATION	204/67/GENRL
	TRAINING RESEARCH FOR THE>ARMY<	204/67/GENRL
	A DISCUSSION OF U.S.>ARMY<AIRCRAFT ARMAMENT PROGRAM, 1 FEBRUARY 1963	66/63/HELFI
	BASIC MILITARY KNOWLEDGE IN THE ACTIVE DUTY>ARMY<	74/57/KNOWH
	RESEARCH ON MOTIVATION AND ATTRITION PROBLEMS OF THE>ARMY<OFFICER CANDIDATE SCHOOLS/ OCS	104/54/OCS
	A STUDY OF LEADERSHIP IN>ARMY<INFANTRY PLATOONS/ JOB ANALYSIS	107/58/OFFTR
	LEADERSHIP IN>ARMY<INFANTRY PLATOONS: STUDY II/ ACTIVITIES QUESTIONNAIRE	107/60/OFFTR
	CORRELATES OF COLLABORATION AND RESISTANCE BEHAVIOR AMONG U.S.>ARMY<POWS IN KOREA	115/57/PSYFR
	FACTORS RELATED TO THE COLLABORATION AND RESISTANCE BEHAVIOR OF U.S.>ARMY<PW'S IN KOREA	115/57/PSYFR
	AN EVALUATION OF A BASIC EDUCATION PROGRAM IN THE>ARMY</ APTITUDE/ TRAINING	122/55/READ
	AN EXPERIMENTAL EVALUATION OF A BASIC EDUCATION PROGRAM IN THE>ARMY<	122/56/READ
ARTILLERY	SURVEY OF THE EDUCATIONAL PROGRAM OF THE>ARTILLERY<SCHOOL, ANTICRAFT AND GUIDED MISSILES BRANCH	137/52/SCOPE
ASCH	GROUP CONSENSUS AND JUDGMENTAL ACCURACY- EXTENSION OF THE>ASCH<EFFECT	179/66/BR-6
ASPECTS	SOME PSYCHOLOGICAL>ASPECTS<IN FOREIGN LANGUAGE TRAINING	85/65/MALT
ASSESSMENT	BATTERY EFFECTIVENESS->ASSESSMENT<OF COMPARATIVE PERFORMANCE	13/54/AAA
	NEW PERSPECTIVES IN TRAINING AND>ASSESSMENT<OF OVERSEAS PERSONNEL	18/66/AREA
	DETAILED RESULTS OF THE FIGHTER I>ASSESSMENT<PROGRAM	51/57/FIGHT
	REPORT OF THE>ASSESSMENT<STUDY AREA OF NCO II	97/63/NCO
	PREDICTING SUCCESS IN OFFICER CANDIDATE SCHOOL WITH AN>ASSESSMENT<PROGRAM/ OCS	105/55/OCS
	AN>ASSESSMENT<PROGRAM FOR OCS APPLICANTS	105/56/OCS
	IMPROVING TACTICAL TRAINING FOR TANK COMMANDERS- TEST DEVELOPMENT AND PERFORMANCE>ASSESSMENT<	148/63/TANKE

ASSIGNMENTS	AN ANALYSIS OF INITIAL ACTIVE DUTY>ASSIGNMENTS<OF ARMY ROTC GRADUATES	132/66/ROCOM
ASSOCIATION	VERBAL MEDIATION IN REVERSE>ASSOCIATION<- THE ROLE OF TEMPORAL FACTORS	180/65/03/BR
ASSOCIATIONS	THE EFFECT OF UNIDIRECTIONAL PRIMARY WORD>ASSOCIATIONS<ON A-B, C-A PAIRED-ASSOCIATE TRANSFER	180/67/BR-8
	VERBAL LEARNING AND RETENTION AS A FUNCTION OF THE NUMBER OF COMPETING>ASSOCIATIONS<	79/56/LIMIT
ASSUMPTION	>ASSUMPTION<OF COMMAND	67/64/HIGHL
ATFA-1	A SURVEY ON MORALE AND LEADERSHIP AS AFFECTED BY THE>ATFA-1<ARMORED DIVISION	190/55/GENRL
ATGM	TRNG FOR SIMULATORS OF REMOTE CONTROL HUMAN-GUIDED MISSILE SYSTEMS--3>ATGM<GUNNER TRNG PROGRAMS (U)	* 60/62/FIREP
ATOMIC	DESERT ROCK I- A PSYCHOLOGICAL STUDY OF TROOP REACTIONS TO AN>ATOMIC<EXPLOSION- DATA ON ATTRITION	* 42/53/DR-I
	DESERT ROCK I- A PSYCHOLOGICAL STUDY OF TROOP REACTIONS TO AN>ATOMIC<EXPLOSION	42/53/DR-I
	DESERT ROCK IV- REACTIONS OF AN ARMORED INFANTRY BATTALION TO AN>ATOMIC<BOMB MANEUVER	42/53/DR-IV
	CHARACTERISTICS OF TROOPS WITH VARYING LEVELS OF INFORMATION ABOUT>ATOMIC<EFFECTS-DESERT ROCK IV	42/53/DR-IV
	PREPARATION OF SOLDIERS FOR>ATOMIC<MANEUVERS	42/54/DR-IV
	DESERT ROCK V- REACTIONS, TROOP PARTICIPANTS, FORWARD VOLUNTEER OFFICER GROUP TO>ATOMIC<EXERCISES	* 43/53/DR-V
	SPREAD OF INFORMATION FOLLOWING AN>ATOMIC<MANEUVER	43/54/DR-V
	PSYCHOLOGICAL AND PHYSIOLOGICAL RESPONSES IN OBSERVERS OF AN>ATOMIC<TEST SHOT	54/58/FIGHT
	DIG THAT>ATOMIC<FOXHOLE	190/56/GENRL
	THE MAN-RIFLE WEAPON IN>ATOMIC<WAR	191/58/GENRL
ATP	BASIC INFANTRY SKILLS PERFORMANCE TEST,>ATP<21-114	27/56/BASIC
	CONTENT OUTLINE AND REFERENCE DATA,>ATP<21-114, (14 NOVEMBER 1958)	29/59/BASIC
	EVAL OF LIGHT WEAPONS INFANTRYMEN, MOS 111.0, GRADUATES OF ADVANCED INDIVIDUAL TRNG COURSE>ATP<7-17	*129/62/RIFLE
ATTITUDE	A TECHNIQUE FOR STUDYING>ATTITUDE<CHANGE	178/62/BR-6
	EFFECT OF SENSORY DEPRIVATION AND SOCIAL ISOLATION ON SELF-EXPOSURE TO PROPAGANDA &>ATTITUDE<CHANGE	*178/63/BR-6
	A TECHNIQUE FOR STUDYING>ATTITUDE<CHANGE	48/61/ENDOR
	THE ROLE OF EXPERIMENTER>ATTITUDE<AND CONTINGENT REINFORCEMENT IN A VIGILANCE TASK	197/64/GENRL
	THE USE OF THE Q-SORT FOR COLLECTING>ATTITUDE<DATA FROM COMPANY COMMANDERS UNDER FIELD CONDITIONS	71/56/INTER
	>ATTITUDE<AND INFORMATION PATTERNS OF OCS ELIGIBLES	104/53/OCS
	RELATION BET. INFORMATION GAIN &>ATTITUDE<CHANGE- STUDY OF PARTICIPANTS IN EXERCISE DESERT ROCK V	*168/53/YUCCA
ATTITUDES	SOME EFFECTS OF OVERSEAS DUTY ON THE>ATTITUDES<OF AMERICAN TROOPS TOWARD HOST POPULATIONS	15/54/ACROS
	THE CORRECTIVE ACTION QUESTIONNAIRE- DEVELOPMENT AND ADMINISTRATION TO OFFICERS AND NCOS/>ATTITUDES<	31/66/CENTR
	AN EXPERIMENTAL EVALUATION OF A DRIVER SIMULATOR FOR SAFETY TRAINING/ DRIVER>ATTITUDES</ ACCIDENTS	170/66/ES-20
ATTRITION	DESERT ROCK I- A PSYCHOLOGICAL STUDY OF TROOP REACTIONS TO AN ATOMIC EXPLOSION- DATA ON>ATTRITION<	* 42/53/DR-I
	REDUCTION OF HELICOPTER PILOT>ATTRITION<THROUGH SYNTHETIC CONTACT FLIGHT TRAINING/ TRAINING DEVICE	44/65/ECHO
	RESEARCH ON MOTIVATION AND>ATTRITION<PROBLEMS OF THE ARMY OFFICER CANDIDATE SCHOOLS/ OCS	104/54/OCS
AUDIO-VISUAL	VIGILANCE: A COMPARISON IN AUDITORY, VISUAL, AND COMBINED>AUDIO-VISUAL<TASKS	196/62/GENRL
AUDITORY	>AUDITORY<PERCEPTION OF NUMEROSITY AS AFFECTED BY NUMBER & CORRECT & INCORRECT KNOWLEDGE OF RESULTS	*178/62/BR-6
	THE COUNTING OF>AUDITORY<STIMULI	46/58/ENDOR
	THE EFFECTS OF MISINFORMATION UPON THE COUNTING OF>AUDITORY<STIMULI	47/59/ENDOR
	EFFECTS OF CORRECT AND INCORRECT KNOWLEDGE OF RESULTS ON ABILITY TO COUNT>AUDITORY<STIMULI	47/60/ENDOR
	NOTES ON AN>AUDITORY<VIGILANCE TECHNIQUE	48/61/ENDOR
	AIRCRAFT DETECTION, RANGE ESTIMATION, AND>AUDITORY<TRACKING TESTS IN A DESERT ENVIRONMENT	173/67/ES-44
	SOME EFFECTS OF DIFFERENTIAL PRETASK INSTRUCTIONS ON>AUDITORY<VIGILANCE PERFORMANCE	175/67/ES-54
	THE ROLE OF EXPECTANCY IN>AUDITORY<VIGILANCE	193/60/GENRL
	>AUDITORY<VIGILANCE IN REPEATED SESSIONS	194/61/GENRL
	EFFECTS OF INTELLIGENCE ON SIGNAL DETECTION IN VISUAL AND>AUDITORY<MONITORING	194/61/GENRL
	VIGILANCE: A COMPARISON IN>AUDITORY<, VISUAL, AND COMBINED AUDIO-VISUAL TASKS	196/62/GENRL
	COMPARISON OF RANDOM PAIRS AND REAL PAIRS ON A SIMPLE>AUDITORY<COUNTING TASK	121/63/RAID
AUTHORITARIANISM	RELATION OF INTELLIGENCE AND>AUTHORITARIANISM<TO BEHAVIORAL CONTAGION AND CONFORMITY	121/64/RAID
	THE EFFECTS OF>AUTHORITARIANISM<ON VIGILANCE PERFORMANCE	163/63/VIGIL
AUTOBIOGRAPHICAL	WANG TSUN-MING, ANTI-COMMUNIST - AN>AUTOBIOGRAPHICAL<ACCOUNT OF CHINESE COMMUNIST THOUGHT REFORM	150/54/TICK
AUTOINSTRUCTIONAL	EVALUATION OF AN>AUTO-INSTRUCTIONAL<PROGRAM ON THE FIRST WEEK OF A BASIC ELECTRONICS COURSE	149/64/TEXTR
AUTOMATED	AN APPROACH TO>AUTOMATED<LANGUAGE TEACHING	39/61/CONTA
	HOW FAR SHOULD TRAINING BE>AUTOMATED<	194/61/GENRL
	DESIGN OF A SHORT,>AUTOMATED<COURSE IN VIETNAMESE: AN INTERIM REPORT	85/63/MALT
	A CONCEPT OF THE ROLE OF MAN IN>AUTOMATED<SYSTEMS	86/68/MANIC
	>AUTOMATED<EDUCATION IN THE TRAINING OF LOW ALTITUDE AERIAL OBSERVERS	103/64/OBSER
	DEVELOPMENT OF 2>AUTOMATED<PROGRAMS FOR TEACHING MILITARY JUSTICE TO MEN OF VARIOUS APTITUDE LEVELS	142/68/SPECT
	PRELIMINARY STUDIES IN>AUTOMATED<TEACHING	148/59/TEXTR
	THE TEXT OF AN ORIENTATION WORKSHOP IN>AUTOMATED<INSTRUCTION	149/62/TEXTR
	A HANDBOOK FOR PROGRAMMERS OF>AUTOMATED<INSTRUCTION	149/63/TEXTR
AUTOMATIC	THE M14>AUTOMATIC<?	129/62/RIFLE
AUTOMATION	>AUTOMATION<OF A PORTION OF NCO LEADERSHIP PREPARATION TRAINING	99/66/NCO
	AN ANNOTATED BIBLIOGRAPHY ON THE>AUTOMATION<OF INSTRUCTION	148/59/TEXTR
AVIATION	THE IMPORTANCE OF TRAINING REQUIREMENTS INFORMATION IN DESIGN & USE OF>AVIATION<TRAINING DEVICES	44/63/ECHO
	HELICOPTER TRAINING DEVICES IN SUPPORT OF ARMY>AVIATION<	44/67/ECHO
	HUMAN FACTORS IN>AVIATION<: SOME RECURRENT PROBLEMS AND NEW APPROACHES	45/67/ECHO
	ANNOTATED BIBLIOGRAPHY OF RESEARCH STUDIES IN>AVIATION<MECHANICAL MAINTENANCE TRAINING	190/57/GENRL
	LET'S TAKE A LOOK AT>AVIATION<TRAINING RESEARCH	195/61/GENRL
	THE HUMAN FACTOR IN ARMY>AVIATION<	204/67/GENRL
	HUMAN FACTORS RESEARCH IN SUPPORT OF ARMY>AVIATION<	204/67/GENRL
	COLLECTED PAPERS PREPARED UNDER WORK UNIT LIFT: ARMY>AVIATION<HELICOPTER PILOT TRAINING	* 78/68/LIFT
AVIATOR	>AVIATOR<PERFORMANCE UNDER STRESS	174/67/ES-50
	>AVIATOR<PERFORMANCE IN THE LIGHT WEAPONS HELICOPTER DURING NAP-OF-THE-EARTH FLIGHT	66/64/HELFI
AVIATORS	A PRELIMINARY APPLICATION OF THE CRITICAL INCIDENT TECHNIQUETO COMBAT PERFORMANCE OF ARMY>AVIATORS<	174/68/ES-50
	SURVEY OF OPERATIONAL FLYING ACTIVITIES OF FIXED WING>AVIATORS<	76/62/LIFT
	SURVEY OF OPERATIONAL FLYING ACTIVITIES OF ROTARY WING>AVIATORS<	76/62/LIFT
AVOIDANCE	THE EFFECT OF>AVOIDANCE<OF CONFLICT ON DECISIONS ABOUT CONTINUING IN AN ACTIVITY	30/59/CAREE
	>AVOIDANCE<OF COMMITMENT AND NEED FOR CLOSURE AS DETERMINANTS OF BEHAVIOR IN DECISION SITUATIONS	30/63/CAREE
AWOL	SITUATION AND PERSONAL VARIABLES IN>AWOL<BEHAVIOR	146/53/STIR
BACKGROUND	>BACKGROUND<AND SITUATIONAL CONFIDENCE: THEIR RELATION TO PERFORMANCE EFFECTIVENESS	174/68/ES-50
	PSYCHOLOGICAL WARFARE RESEARCH: A LONG RANGE PROGRAM-PART ONE, ESSENTIAL>BACKGROUND<INFORMATION (U)	189/53/GENRL
BACKWARD	A STUDY OF>BACKWARD<CHAINING	200/65/GENRL
BARRON-WELSH	EFFECT OF INTELLIGENCE, RACE ON CORRELATION OF>BARRON-WELSH<FIGURE PREFERENCES & COMBAT PERFORMANCE	* 52/57/FIGHT
BASIC	TRAINING ACHIEVEMENT IN>BASIC<COMBAT SQUADS WITH CONTROLLED APTITUDE	17/55/APTIT
	ABILITY GROUPING IN ARMY>BASIC<COMBAT TRAINING	17/56/APTIT
	SOME PROBLEMS OF>BASIC<TRAINING EFFECTIVENESS	27/54/BASIC
	ACHIEVEMENT IN>BASIC<TRAINING	27/55/BASIC
	EVALUATION OF FOUR-WEEK AND EIGHT-WEEK>BASIC<TRAINING FOR MEN OF VARIOUS INTELLIGENCE LEVELS	28/56/BASIC
	RESULTS OF LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE TECHNIQUE FOR ARMY>BASIC<TRAINING COMPANIES	* 28/56/BASIC
	EVALUATION OF FOUR AND EIGHT WEEKS>BASIC<TRAINING FOR MEN OF VARIOUS INTELLIGENCE LEVELS	28/56/BASIC
	PREDICTORS, DESCRIPTIONS AND CORRELATES OF>BASIC<TRAINING DELINQUENTS	28/56/BASIC
	>BASIC<TRAINING EFFECTIVENESS- INSTRUCTION CENTRALIZATION, CURRICULUM AND ACHIEVEMENT EVALUATION	* 29/57/BASIC
	THE DEVELOPMENT OF A LIST OF MINIMAL TRAINING GOALS FOR>BASIC<COMBAT TRAINING	29/60/BASIC
	A STUDY OF CATEGORY IV PERSONNEL IN>BASIC<TRAINING/ REMEDIAL EDUCATION/ MARGINAL PERSONNEL	31/66/CENTR
	PRELIMINARY STUDY OF MOTIVATION AND INCENTIVES IN>BASIC<COMBAT TRAINING	31/68/CENTR
	A SURVEY OF THE>BASIC<AIRBORNE TRAINING COURSE AT FORT BENNING, GEORGIA	190/55/GENRL
	>BASIC<ELECTRONICS FOR MINIMALLY QUALIFIED MEN- EXPERIMENTAL EVALUATION OF A METHOD OF PRESENTATION	* 79/60/LIMIT
	EXPERIMENTAL COMPARISON OF TWO>BASIC<ELECTRONICS COURSES FOR FIRE CONTROL TECHNICIANS	83/60/MAINT
	THE MAP-USING PROFICIENCY OF>BASIC<TRAINEES	87/54/MAPRE
	TRAINING>BASIC<COMBAT SOLDIERS IN THE CRITICAL SKILLS OF MAP USING	88/55/MAPUS
	LET'S TAKE A LOOK AT THE>BASIC<SKILLS OF AERIAL OBSERVERS	102/61/OBSER
	TRAINING MATERIALS FOR AERIAL OBSERVER INSTRUCTION IN>BASIC<VISUAL SKILLS	103/62/OBSER
	FALL 1956 RESEARCH ON RECONNAISSANCE PATROLLING- A>BASIC<COURSE IN INDIVIDUAL SKILLS	110/57/PATRO
	SPRING 1956 RESEARCH ON RECONNAISSANCE PATROLLING- A>BASIC<COURSE IN INDIVIDUAL SKILLS	110/57/PATRO
	>BASIC<INSTRUCTION IN LAND NAVIGATION, PROFICIENCY TEST MANUAL	110/58/PATRO
	INSTRUCTOR'S GUIDE, PATROL I, LAND NAVIGATION->BASIC<INSTRUCTION	110/59/PATRO
	DEVELOPMENT AND EVALUATION OF A PROGRAM OF INSTRUCTION IN>BASIC<LAND NAVIGATION	110/61/PATRO
	DEVELOPMENT OF PROFICIENCY TESTS FOR>BASIC<COMBAT AND LIGHT INFANTRY TRAINING	113/55/PROFI

BASIC	COURSE ACHIEVEMENT OF STUDENTS WITH UNSATISFACTORY ACADEMIC AVERAGES IN>BASIC<ELECTRONICS/ APTITUDE	119/58/RADAR
	AN EVALUATION OF A>BASIC<EDUCATION PROGRAM IN THE ARMY/ APTITUDE/ TRAINING	122/55/READ
	AN EXPERIMENTAL EVALUATION OF A>BASIC<EDUCATION PROGRAM IN THE ARMY	122/56/READ
	DEVELOPMENT AND EVALUATION OF AN IMPROVED RADIO REPAIR COURSE/>BASIC<ELECTRONICS	127/59/REPAI
	RETENTION OF MILITARY SKILLS ACQUIRED IN>BASIC<COMBAT TRAINING	146/67/STRAN
	EVALUATION OF AN AUTO-INSTRUCTIONAL PROGRAM ON THE FIRST WEEK OF A>BASIC<ELECTRONICS COURSE	149/64/TEXTR
	TRAINFIRE I- A NEW COURSE IN>BASIC<RIFLE MARKSMANSHIP	153/55/TRANF
	TRAINFIRE II- A NEW COURSE IN>BASIC<TECHNIQUE OF FIRE AND SQUAD TACTICS	153/57/TRANF
	EXTENSION OF RESEARCH IN TRAINFIRE I>BASIC<RIFLE MARKSMANSHIP COURSE	154/58/TRANF
	TELEVISION IN ARMY TRAINING- EVALUATION OF TELEVISION IN ARMY>BASIC<TRAINING	156/54/TV
	A COMPARISON BETWEEN VOLUNTEERS FOR THE AIRBORNE AND OTHER>BASIC<TRAINEES (NON-VOLUNTEERS)	*166/54/VOLAI
BATTERY	>BATTERY<EFFECTIVENESS- ASSESSMENT OF COMPARATIVE PERFORMANCE	13/54/AAA
	PERFORMANCE AIDS FOR JUNIOR OFFICERS/ SAM>BATTERY<OFFICERS/ JOB AID/ HANDBOOKS	135/65/SAMOF
BATTLEFIELD	REQUIREMENTS FOR RESEARCH ON USES OF THE UNAIDED EYE IN THE COLLECTION OF>BATTLEFIELD<INFORMATION	102/61/OBSER
BATTLEPROOFED	THE TRUMPET SOUNDS--CAN OUR TROOPS BE>BATTLEPROOFED<?/ STRESS/ COMBAT TRAINING/ SELECTION OF FIGHTER	58/65/FIGHT
BEHAVIOR	RESULTS OF LEADER>BEHAVIOR<DESCRIPTION QUESTIONNAIRE TECHNIQUE FOR ARMY BASIC TRAINING COMPANIES	* 28/56/BASIC
	AVOIDANCE OF COMMITMENT AND NEED FOR CLOSURE AS DETERMINANTS OF>BEHAVIOR<IN DECISION SITUATIONS	30/63/CAREE
	A CONCEPTUAL MODEL OF>BEHAVIOR<UNDER STRESS, WITH IMPLICATIONS FOR COMBAT TRAINING	58/66/FIGHT
	LEADERSHIP AND SMALL-GROUP>BEHAVIOR<	189/52/GENRL
	SOME PROBLEMS IN THE ANALYSIS OF TROUBLE SHOOTING>BEHAVIOR<	83/59/MAINT
	THE SOCIAL DESIRABILITY VARIABLE IN>BEHAVIOR<DESCRIPTION	107/60/OFFTR
	FACTORS RELATED TO THE COLLABORATION AND RESISTANCE>BEHAVIOR<OF U.S. ARMY PW'S IN KOREA	115/56/PSYFR
	FACTORS RELATED TO THE COLLABORATION AND RESISTANCE>BEHAVIOR<OF U.S. ARMY PW'S IN KOREA	115/57/PSYFR
	CORRELATES OF COLLABORATION AND RESISTANCE>BEHAVIOR<AMONG U.S. ARMY POWS IN KOREA	115/57/PSYFR
	INTEGRATIVE>BEHAVIOR<VERSUS INDIVIDUAL SKILL MEASUREMENT AS PREDICTORS OF NAVIGATIONAL PERFORMANCE	129/62/RIFLE
	SITUATION AND PERSONAL VARIABLES IN AWOL>BEHAVIOR<	146/53/STIR
	POLITICAL>BEHAVIOR<OF KOREAN AND CHINESE PRISONERS OF WAR IN KOREAN CONFLICT- A HISTORICAL ANALYSIS	*150/58/TICK
	A COMPARISON OF REENLISTMENT INTENTIONS WITH LATER REENLISTMENT>BEHAVIOR<IN THREE GYROSCOPE UNITS	158/55/UNIRO
BEHAVIORAL	PRACTICAL ASPECTS OF THE>BEHAVIORAL<SCIENCES	196/62/GENRL
	UTILIZATION OF>BEHAVIORAL<SCIENCE RESEARCH IN A LARGE, OPERATIONAL SYSTEM	205/68/GENRL
	RELATION OF INTELLIGENCE AND AUTHORITARIANISM TO>BEHAVIORAL<CONTAGION AND CONFORMITY	121/64/RAID
	>BEHAVIORAL<CONTAGION	121/64/RAID
BENNING	A SURVEY OF THE BASIC AIRBORNE TRAINING COURSE AT FORT>BENNING<, GEORGIA	190/55/GENRL
BIBLIOGRAPHY	HUMAN FACTORS IN CIVIC ACTION- A SELECTED ANNOTATED>BIBLIOGRAPHY<	33/63/CIVIC
	VISUAL DETECTION, IDENTIFICATION, AND LOCALIZATION: AN ANNOTATED>BIBLIOGRAPHY</LOW LIGHT LEVELS	171/68/ES-27
	SIMULATION OF ORGANIZATIONS: AN ANNOTATED>BIBLIOGRAPHY<	174/67/ES-51
	AN ANNOTATED>BIBLIOGRAPHY<OF RESEARCH ON TRAINING AIDS AND TRAINING DEVICES	191/57/GENRL
	ANNOTATED>BIBLIOGRAPHY<OF RESEARCH STUDIES IN AVIATION MECHANICAL MAINTENANCE TRAINING	190/57/GENRL
	AN ANNOTATED>BIBLIOGRAPHY<ON THE DETERMINATION OF TRAINING OBJECTIVES	198/64/GENRL
	AN ANNOTATED>BIBLIOGRAPHY<ON PROFICIENCY MEASUREMENT FOR TRAINING QUALITY CONTROL	198/64/GENRL
	SHORT-TERM MEMORY: AN ANNOTATED>BIBLIOGRAPHY<	201/65/GENRL
	AN ANNOTATED>BIBLIOGRAPHY<ON THE DESIGN OF INSTRUCTIONAL SYSTEMS	203/67/GENRL
	MAINTENANCE PERSONNEL AND TRAINING RESEARCH- A>BIBLIOGRAPHY<	83/58/MAINT
	AN ANNOTATED>BIBLIOGRAPHY<ON THE TROUBLESHOOTING OF ELECTRONIC EQUIPMENT	84/62/MAINT
	A>BIBLIOGRAPHY<OF HUMAN FACTORS IN RADAR OPERATION AND MAINTENANCE	117/53/RADAR
	SUPPLEMENT TO A>BIBLIOGRAPHY<OF HUMAN FACTORS IN RADAR OPERATION AND MAINTENANCE	117/55/RADAR
	COUNTERINSURGENCY TRAINING- A SELECTED SUBJECT>BIBLIOGRAPHY<	141/62/SPECI
	UNCONVENTIONAL WARFARE- AN ANNOTATED>BIBLIOGRAPHY<OF PAPERBACK BOOKS	141/62/SPECI
	A>BIBLIOGRAPHY<ON THE ROLE OF AIR POWER IN GUERILLA AND COUNTERGUERILLA OPERATIONS	141/62/SPECI
	AN ANNOTATED>BIBLIOGRAPHY<ON THE AUTOMATION OF INSTRUCTION	148/59/TEXTR
BLOOD	>BLOOD<AND URINARY RESPONSES OF MAN TO AN ORDERED SERIES OF REALISTICALLY STRESSFUL SITUATIONS	56/61/FIGHT
BODY	RECOGNITION THRESHOLDS & ACCURACY FOR DIFFERING>BODY<REGIONS AS FUNCTION OF ELECTRODE NO. & SPACING	* 37/66/COMTA
	EFFECTS OF TIME-SHARING AND>BODY<POSITIONAL DEMANDS ON CUTANEOUS INFORMATION PROCESSING	171/65/ES-30
BOMB	DESERT ROCK IV- REACTIONS OF AN ARMORED INFANTRY BATTALION TO AN ATOMIC>BOMB<MANEUVER	42/53/DR-IV
BRAINWASHED	WERE THEY REALLY>BRAINWASHED<?	115/56/PSYFR
BRIEFING	>BRIEFING<(TASK LIFT)	77/62/LIFT
BROADCASTS	CATALOGUE OF MUSIC RECORDINGS FOR PROPAGANDA>BROADCASTS<TO SELECTED COMMUNIST COUNTRIES (U)	155/54/TREBL
BUDDHISM	LAO>BUDDHISM<: A VEHICLE FOR TECHNICAL CHANGE	197/63/GENRL
C-SCALE	WEIGHTED SCORES, RANKS,>C-SCALE<SCORES, EVAL ACTIVITIES OF JOB DESCRIPTIONS, NIKE AJAX BATTERY OFF.	*134/59/SAMOF
CAPABILITIES	>CAPABILITIES<AND LIMITATIONS OF THE LENSATIC COMPASS	110/59/PATRO
CAPTIVE	THE>CAPTIVE<HELICOPTER AS A TRAINING DEVICE: EXPERIMENTAL EVALUATION OF A CONCEPT	45/68/ECHO
CAREER	STATEMENTS OF>CAREER<INTENTIONS: THEIR RELATIONSHIP TO MILITARY RETENTION PROBLEMS	172/68/ES-38
	CRITERIA FOR>CAREER<FORCE STRUCTURE	196/63/GENRL
	A MILITARY>CAREER<	199/64/GENRL
CAREERS	SUBSEQUENT ARMY>CAREERS<OF EFFECTIVE AND INEFFECTIVE COMBAT SOLDIERS	52/57/FIGHT
CARGO	SURVEY OF THE ARMY>CARGO<HELICOPTER PILOT COURSE	76/57/LIFT
CARTOGRAPHIC	SOME COMMENTS ON THE DISPLAY OF>CARTOGRAPHIC<INFORMATION FOR VERY LOW LEVEL FLIGHT	82/66/LOWEN
CASUALTY	A COMPARISON BETWEEN THE PEACE TIME PSYCHIATRIC>CASUALTY<RATES OF PARACHUTISTS AND NON-PARACHUTISTS	190/55/GENRL
CATALOGUE	>CATALOGUE<OF MUSIC RECORDINGS FOR PROPAGANDA BROADCASTS TO SELECTED COMMUNIST COUNTRIES (U)	155/54/TREBL
CATEGORY IV	A STUDY OF>CATEGORY IV<PERSONNEL IN BASIC TRAINING/ REMEDIAL EDUCATION/ MARGINAL PERSONNEL	31/66/CENTR
CBR	EFFECT OF WEARING THE>CBR<PROTECTIVE MASK UPON THE PERFORMANCE OF SELECTED INDIVIDUAL COMBAT SKILLS	*114/59/PROTE
	EFFECT OF WEARING THE>CBR<PROTECTIVE MASK UPON THE PERFORMANCE OF SELECTED INDIVIDUAL COMBAT SKILLS	*114/60/PROTE
	HUMAN FACTORS IN>CBR<OPERATIONS: CBR PROTECTION ON PERFORMANCE OF COMBAT SKILLS IN HOT WEATHER (U)	*114/61/PROTE
	IS THIS ENOUGH?/>CBR<PROTECTION	129/60/RIFLE
CCF	ADJUSTMENT, CHINESE SOLDIERS TO COMMUNIST DEMAND FOR IDEOLOGICAL PARTICIPATION: >CCF<IN KOREAN WAR	*150/59/TICK
CENTRALIZATION	BASIC TRAINING EFFECTIVENESS- INSTRUCTION>CENTRALIZATION<, CURRICULUM AND ACHIEVEMENT EVALUATION	* 29/57/BASIC
CHAINING	A STUDY OF BACKWARD>CHAINING<	200/65/GENRL
CHALK	>CHALK<TALK FOR PLATOON LEADERS	1[illegible]1/55/PLATT
CHANGE	A TECHNIQUE FOR STUDYING ATTITUDE>CHANGE<	178/62/BR-6
	EFFECT OF SENSORY DEPRIVATION AND SOCIAL ISOLATION ON SELF-EXPOSURE TO PROPAGANDA & ATTITUDE>CHANGE<	*178/63/BR-6
	THE PRIMARY VARIABLES IN DIRECTED CROSS-CULTURAL>CHANGE<	33/64/CIVIC
	A QUANTITATIVE APPROACH TO THE STUDY OF DIRECTED CROSS-CULTURAL>CHANGE<	33/64/CIVIC
	A SELECTED BIBLIOGRAPHY OF CROSS-CULTURAL>CHANGE<PROJECTS	33/64/CIVIC
	PEASANT FATALISM AND SOCIOECONOMIC INNOVATION/ CROSS-CULTURAL>CHANGE<	34/65/CIVIC
	INTRA-GROUP COMMUNICATION AND INDUCED>CHANGE<	34/67/CIVIC
	LAO BUDDHISM: A VEHICLE FOR TECHNICAL>CHANGE<	197/63/GENRL
	FACTORS INFLUENCING UTILIZATION RESEARCH FINDINGS IN INSTITUTIONAL>CHANGE</ RESEARCH IMPLEMENTATION	*201/66/GENRL
	RELATION BET. INFORMATION GAIN & ATTITUDE>CHANGE<- STUDY OF PARTICIPANTS IN EXERCISE DESERT ROCK V	*168/53/YUCCA
CHANGES	ELECTROPULSE RESPONSIVITY TO>CHANGES<IN SKIN MOISTURE	37/67/COMTA
CHARACTERISTIC	TENTATIVE OPERATING>CHARACTERISTIC<& EMPLOYMENT, GROUND SURVEILLANCE RADAR IN INFANTRY BATTLE GROUP	*147/60/SWING
CHARACTERISTICS	ANALYSIS OF DETERMINANTS,>CHARACTERISTICS<, COVARIATES OF BASIC TRAINEE LEADERSHIP SOCIOMETRIC DATA	* 27/56/BASIC
	STUDY OF>CHARACTERISTICS<OF SUCCESSFUL, UNSUCCESSFUL MEN WORKING IN SITUATIONS OF EXTREME STRESS	* 50/54/FIGHT
	>CHARACTERISTICS<OF PEER-PREFERRED, NON-PREFERRED, AND REJECTED TENTMATES DURING COLD-WEATHER EXER.	* 55/59/FIGHT
	IDENTIFYING AND MEASURING LEADERSHIP>CHARACTERISTICS<OF THE OFFICER	107/61/OFFTR
CHECKLIST	SOME PROBLEMS IN THE RELIABILITY OF THE ADJECTIVE>CHECKLIST<	56/61/FIGHT
CHECKPILOT	THE EFFECTS ON FLIGHT PROFICIENCY MEASUREMENT RELIABILITY OF DIFFERENCES ON>CHECKPILOT<STANDARDS	76/59/LIFT
CHEMICAL	EFFECT OF PROTECTIVE MASKING ON SMOKE GENERATOR & FUEL SUPPLY TEAM PERFORMANCE: ARMY>CHEMICAL<CORPS	*114/59/PROTE
CHINA	ADVISOR AND COUNTERPART ACTIVITIES IN THE MILITARY ASSISTANCE PROGRAM IN THE REPUBLIC OF>CHINA<	169/65/ES-2
CHINESE	DEVELOPMENT AND EVALUATION OF A TACTICAL MANDARIN>CHINESE<LANGUAGE COURSE/ TONAL DISCRIMINATION	40/65/CONTA
	WANG TSUN-MING, ANTI-COMMUNIST - AN AUTOBIOGRAPHICAL ACCOUNT OF>CHINESE<COMMUNIST THOUGHT REFORM	150/54/TICK
	METHODOLOGICAL CONSIDERATIONS- STUDY OF MOTIVATIONS OF THE>CHINESE<COMMUNIST FORCES IN KOREA	*150/56/TICK
	DETERMINANTS OF LOYALTY AND DISAFFECTION IN>CHINESE<COMMUNIST SOLDIERS DURING KOREAN HOSTILITIES (U)	*150/56/TICK
	MOTIVATIONS OF>CHINESE<COMMUNIST SOLDIER: BASIS FOR RESEARCH SUPPORTING MILIT PSYCHOLOGICAL WARFARE	*150/58/TICK
	TRAD. ORIENTATIONS TO SOCIAL RELATIONS IN>CHINESE<RESPONSES TO COMMUNIST MILITARY-POLITICAL CONTROL	*150/58/TICK
	POLITICAL BEHAVIOR OF KOREAN AND>CHINESE<PRISONERS OF WAR IN KOREAN CONFLICT- A HISTORICAL ANALYSIS	*150/58/TICK
	ADJUSTMENT,>CHINESE<SOLDIERS TO COMMUNIST DEMAND FOR IDEOLOGICAL PARTICIPATION: CCF IN KOREAN WAR	*150/59/TICK
CIVIC	HUMAN FACTORS IN>CIVIC<ACTION- A SELECTED ANNOTATED BIBLIOGRAPHY	33/63/CIVIC

CIVILIAN	TRANSITION FROM>CIVILIAN<TO ARMY LIFE	16/54/ADCIV
CLASSICAL	FURTHER COMMENT ON>CLASSICAL<AND INSTRUMENTAL CONDITIONING	191/59/GENRL
CLASSIFICATION	FEASIBILITY OF DEVELOPING TASK>CLASSIFICATION<STRUCTURE FOR ORDERING TRAINING PRINCIPLES & CONTENT	*180/63/BR-8
	THE DERIVATION, ANALYSIS,>CLASSIFICATION<OF INSTRUCTIONAL OBJECTIVES/ SELECTION OF COURSE CONTENT	69/66/INGO
CLASSROOM	A SIMPLE TRACKING APPARATUS FOR>CLASSROOM<OR EXPERIMENTATION	178/62/BR-6
	EFFECTIVENESS OF INCREASED REPETITION IN>CLASSROOM<LEARNING	79/57/LIMIT
	A>CLASSROOM<METHOD OF TRAINING AIRCRAFT RECOGNITION	145/68/STAR
CLOSURE	AVOIDANCE OF COMMITMENT AND NEED FOR>CLOSURE<AS DETERMINANTS OF BEHAVIOR IN DECISION SITUATIONS	30/63/CAREE
COCKPIT-PROCEDURE	A PRELIMINARY TRAINING STUDY OF THE H-34>COCKPIT-PROCEDURES<TRAINER	125/60/REFLE
CODE	DEVELOPMENT OF A MEASURE OF SKILL AT RECEIVING INTERNATIONAL MORSE>CODE<	120/57/RADOP
	EFFECTIVENESS OF VARIATIONS IN>CODE<PRACTICE/ MOTIVATION/ MONOTONY	120/58/RADOP
	EXPERIMENTAL STUDIES OF SKILL IN COPYING INTERNATIONAL MORSE>CODE</ MOTIVATION	120/60/RADOP
COED	>COED<- A DEVICE FOR THE EXPERIMENTAL STUDY OF MAN-MACHINE SYSTEMS	193/61/GENRL
COGNITIONS	LIVE SIMULATION OF AFFECT-LADEN CULTURAL>COGNITIONS<	20/67/AREA
COGNITIVE	THE INFLUENCE OF>COGNITIVE<DISSONANCE ON SEQUENTIAL DECISIONS	41/57/DECIS
COHESIVENESS	>COHESIVENESS<AND MOTIVATION	121/63/RAID
COINCIDENCE	COMPARISON OF THE STEREOSCOPIC RANGE FINDER, M12 WITH THE>COINCIDENCE<RANGE FINDER, T43 (U)	59/57/FIREP
	COMPARISON OF STEREOSCOPIC, M12, &>COINCIDENCE<, T43, RANGE FINDERS- RANGE DETERMINATION AT NIGHT	* 59/59/FIREP
COLD	A SURVEY OF HUMAN FACTORS IN MILITARY PERFORMANCE IN EXTREME>COLD<WEATHER	36/60/COLDS
	>COLD<WEATHER OPERATIONAL TRAINING OF INFANTRY FORCES IN THE STRATEGIC ARMY CORPS	36/64/COLDS
	HUMAN FACTORS IN>COLD<WEATHER OPERATION	197/64/GENRL
	HUMAN PERFORMANCE IN THE>COLD<	186/67/TAS
COLD-WEATHER	CHARACTERISTICS OF PEER-PREFERRED, NON-PREFERRED, AND REJECTED TENTMATES DURING>COLD-WEATHER<EXER.	* 55/59/FIGHT
COLLABORATION	FACTORS RELATED TO THE>COLLABORATION<AND RESISTANCE BEHAVIOR OF U.S. ARMY PW'S IN KOREA	115/56/PSYFR
	CORRELATES OF>COLLABORATION<AND RESISTANCE BEHAVIOR AMONG U.S. ARMY POWS IN KOREA	115/57/PSYFR
	FACTORS RELATED TO THE>COLLABORATION<AND RESISTANCE BEHAVIOR OF U.S. ARMY PW'S IN KOREA	115/57/PSYFR
COLLECTED	>COLLECTED<PAPERS, WORK UNIT ARMORNITE: HUMAN FACTORS IN ARMOR OPERATIONS UNDER LIMITED VISIBILITY	25/68/ARMRN
	>COLLECTED<PAPERS PREPARED UNDER WORK UNIT ENDORSE: EFFECTS OF CONTROLLED ISOLATION ON PERFORMANCE	48/68/ENDOR
	>COLLECTED<PAPERS UNDER WORK UNIT FORECAST: METHOD OF TRAINING FOR ELECTRONIC WEAPON SYSTEMS	64/68/FOREC
COLLECTION	REQUIREMENTS FOR RESEARCH ON USES OF THE UNAIDED EYE IN THE>COLLECTION<OF BATTLEFIELD INFORMATION	102/61/OBSER
COLLECTIVE	EFFECTS OF DRL AND CRH SCHEDULES OF REINFORCEMENT IN SHAPING>COLLECTIVE<RESPONSE RATE OF TEAMS	*181/62/BR-9
	THE USE OF SCHEDULES OF REINFORCEMENT TO REGULATE A>COLLECTIVE<TEAM RESPONSE RATE	181/64/BR-9
	SHAPING OF THREE-MAN TEAMS ON A MULTIPLE DRL-DRH SCHEDULE USING>COLLECTIVE<REINFORCEMENT	181/64/BR-9
	>COLLECTIVE<REINFORCEMENT OF GROUPS	59/62/FIREP
	EFFECTS OF SCHEDULES OF>COLLECTIVE<REINFORCEMENT ON A CLASS DURING A TARGET DETECTION COURSE	60/62/FIREP
	THE EFFECTS OF SCHEDULES OF>COLLECTIVE<REINFORCEMENT ON A CLASS DURING TRAINING IN TARGET DETECTION	* 59/62/FIREP
	PARTIAL POINT-OUT OF TARGETS AS>COLLECTIVE<REINFORCEMENT IN GROUP TARGET DETECTION TRAINING	* 60/62/FIREP
COMBAT	BASIC MILITARY INFORMATION AND>COMBAT<EFFECTIVENESS	27/55/BASIC
	THE DEVELOPMENT OF A LIST OF MINIMAL TRAINING GOALS FOR BASIC>COMBAT<TRAINING	29/60/BASIC
	A LIMITED LANGUAGE FOR OBTAINING>COMBAT<INFORMATION FROM POWS- A PILOT STUDY	38/60/CONTA
	THE EFFECTS OF SUPERVISORY THREAT ON DECISION MAKING AND RISK-TAKING IN A SIMULATED>COMBAT<GAME	169/66/ES-12
	A PRELIMINARY APPLICATION OF THE CRITICAL INCIDENT TECHNIQUETO>COMBAT<PERFORMANCE OF ARMY AVIATORS	174/68/ES-50
	INCIDENTAL OBSERVATIONS GATHERED DURING RESEARCH IN>COMBAT<UNITS	50/53/FIGHT
	FIELD STRESS- A PRELIMINARY STUDY OF ITS STRUCTURE, MEASUREMENT, AND RELATIONSHIP TO>COMBAT<	52/57/FIGHT
	EFFECT OF INTELLIGENCE, RACE ON CORRELATION OF BARRON-WELSH FIGURE PREFERENCES &>COMBAT<PERFORMANCE	* 52/57/FIGHT
	SUBSEQUENT ARMY CAREERS OF EFFECTIVE AND INEFFECTIVE>COMBAT<SOLDIERS	52/57/FIGHT
	FIGHTER I- AN ANALYSIS OF>COMBAT<FIGHTERS AND NON-FIGHTERS	52/57/FIGHT
	FIGHTER I- A STUDY OF EFFECTIVE AND INEFFECTIVE>COMBAT<PERFORMERS	53/58/FIGHT
	SOCIOMETRIC EFFECTS OF RACE AND>COMBAT<PERFORMANCE	53/58/FIGHT
	INFERRED CORRELATION BETWEEN>COMBAT<PERFORMANCE AND SOME FIELD LABORATORY STRESSES	53/58/FIGHT
	THE TRUMPET SOUNDS--CAN OUR TROOPS BE BATTLEPROOFED?/ STRESS/>COMBAT<TRAINING/ SELECTION OF FIGHTER	58/65/FIGHT
	A CONCEPTUAL MODEL OF BEHAVIOR UNDER STRESS, WITH IMPLICATIONS FOR>COMBAT<TRAINING	58/66/FIGHT
	SOME CONSIDERATIONS ON HUMAN FACTORS IN FUTURE>COMBAT<	191/59/GENRL
	LEADERSHIP AT HIGHER LEVELS OF COMMAND AS VIEWED BY SENIOR AND EXPERIENCED>COMBAT<COMMANDERS	194/61/GENRL
	TRAINING FOR MODERN>COMBAT<OPERATIONS	201/66/GENRL
	INDIVIDUAL AND SMALL-UNIT TRAINING FOR>COMBAT<OPERATIONS	203/67/GENRL
	ANALYZING THE GROUP STRUCTURES OF RIFLE SQUADS IN>COMBAT<	71/53/INTER
	PASS ON THAT>COMBAT<LORE	75/66/LEAD
	>COMBAT<PATROLS	75/68/LEAD
	INFANTRY OCS EVALUATIONS AND>COMBAT<PERFORMANCE	104/54/OCS
	POSSIBLE>COMBAT<APPLICATION OF EXPERIMENTAL STEALTH MEASURING DEVICE	110/59/PATRO
	DEVELOPMENT OF PROFICIENCY TESTS FOR BASIC>COMBAT<AND LIGHT INFANTRY TRAINING	113/55/PROFI
	EFFECT OF WEARING THE CBR PROTECTIVE MASK UPON THE PERFORMANCE OF SELECTED INDIVIDUAL>COMBAT<SKILLS	*114/59/PROTE
	EFFECT OF WEARING THE CBR PROTECTIVE MASK UPON THE PERFORMANCE OF SELECTED INDIVIDUAL>COMBAT<SKILLS	*114/60/PROTE
	HUMAN FACTORS IN CBR OPERATIONS: CBR PROTECTION ON PERFORMANCE OF>COMBAT<SKILLS IN HOT WEATHER (U)	*114/61/PROTE
	DETERMINATION OF>COMBAT<JOB REQUIREMENTS FOR ARMORED CAVALRY PLATOON PERSONNEL	123/64/RECON
	THE ARMORED CAVALRY PLATOON>COMBAT<READINESS CHECK	123/67/RECON
	>COMBAT<SUBJECTS, PROFICIENCY LEVELS ESSENTIAL TO 1962 TRAINING, LIGHT WEAPON INFANTRYMAN, MOS 111.0	*129/58/RIFLE
	CRITICAL>COMBAT<SKILLS, KNOWLEDGES, PERFORMANCES REQUIRED, 1962 LIGHT WEAPON INFANTRYMAN, MOS 111.0	*129/61/RIFLE
	INFANTRY>COMBAT<TRAINING	129/62/RIFLE
	THE QUICK OR DEAD/ RIFLE>COMBAT<MARKSMANSHIP TRAINING	129/63/RIFLE
	A CASE STUDY OF THE DEVELOPMENT OF AN INDIVIDUAL>COMBAT<TRAINING PROGRAM	130/66/RIFLE
	HUMAN FACTORS IN TACTICAL NUCLEAR>COMBAT</BRIEFING	185/65/TAS
	HUMAN FACTORS IN TACTICAL NUCLEAR>COMBAT</TECHNICAL REPORT	185/65/TAS
	THE SOLDIER IN NUCLEAR>COMBAT<	186/66/TAS
	REALISTIC TARGETS FOR THE TRAINING AND TESTING OF>COMBAT<RIFLEMEN	153/55/TRANF
	CONTROL OF>COMBAT<RIFLE FIRE	154/67/TRANF
	RADIO-CONTROLLED TANKS FOR REALISTIC>COMBAT<TRAINING	159/60/UNIT
	THE DETERMINATION OF>COMBAT<JOB REQUIREMENTS FOR TANK PLATOON LEADER AND TANK PLATOON SERGEANT	159/61/UNIT
	THE TANK PLATOON>COMBAT<READINESS CHECK	159/62/UNIT
	THE ARMOR>COMBAT<DECISIONS GAME	159/62/UNIT
	THE DEVELOPMENT AND EVALUATION OF THE TANK PLATOON>COMBAT<READINESS CHECK	159/63/UNIT
COMBINATION	THE PROBLEM OF SIMPLE>COMBINATION<SCORES IN MEASUREMENT	87/55/MAPRE
COMMAND	>COMMAND<DECISION MAKING IN THE FAR NORTH	36/60/COLDS
	LEADERSHIP AT HIGHER LEVELS OF>COMMAND<AS VIEWED BY SENIOR AND EXPERIENCED COMBAT COMMANDERS	194/61/GENRL
	A REVIEW OF RECENT RESEARCH AND DEVELOPMENT ON MILITARY LEADERSHIP,>COMMAND<, AND TEAM FUNCTION	199/64/GENRL
	>COMMAND<LEADERSHIP	198/64/GENRL
	ASSUMPTION OF>COMMAND<	67/64/HIGHL
	LEADERSHIP AT SENIOR LEVELS OF>COMMAND<	67/65/HIGHL
	WHO WILL>COMMAND<OUR TANKS?	138/57/SHOCK
COMMANDER	TANK>COMMANDER<TRAINING IN THE RESERVE COMPONENTS	139/59/SHOCK
	THE TANK>COMMANDER<'S GUIDE/(3D EDITION)	139/63/SHOCK
COMMANDERS	LEADERSHIP AT HIGHER LEVELS OF COMMAND AS VIEWED BY SENIOR AND EXPERIENCED COMBAT>COMMANDERS<	194/61/GENRL
	THE USE OF THE Q-SORT FOR COLLECTING ATTITUDE DATA FROM COMPANY>COMMANDERS<UNDER FIELD CONDITIONS	71/56/INTER
	IMPROVING TACTICAL TRAINING FOR TANK>COMMANDERS<- TEST DEVELOPMENT AND PERFORMANCE ASSESSMENT	148/63/TANKE
COMMITMENT	AVOIDANCE OF>COMMITMENT<AND NEED FOR CLOSURE AS DETERMINANTS OF BEHAVIOR IN DECISION SITUATIONS	30/63/CAREE
COMMITTEE	>COMMITTEE<PROBLEM-SOLVING TECHNIQUES AT THE NATIONAL WAR COLLEGE	112/54/POLIC
COMMON	THE DEVELOPMENT OF A BASIS FOR A>COMMON<CORE CURRICULUM/ ROTC	132/65/ROCOM
COMMUNICATION	SIMULATION EXERCISES IN AREA TRAINING/ CROSS-CULTURAL>COMMUNICATION<	18/65/AREA
	THE SIMULATION OF CROSS-CULTURAL>COMMUNICATION</ AREA TRAINING	18/66/AREA
	INTRA-GROUP>COMMUNICATION<AND INDUCED CHANGE	34/67/CIVIC
	>COMMUNICATION<AND LEADERSHIP ROLES	43/55/DR-V
	TACTUAL>COMMUNICATION<	171/65/ES-30
COMMUNICATIONS	FACTORS AFFECTING CREDIBILITY IN PSYCHOLOGICAL WARFARE>COMMUNICATIONS<	32/56/CHATT
	A CONTENT ANALYSIS OF>COMMUNICATIONS<WITHIN ARMY SMALL-UNIT PATROLLING OPERATIONS	37/67/COMTA
COMMUNIST	WANG TSUN-MING, ANTI-COMMUNIST - AN AUTOBIOGRAPHICAL ACCOUNT OF CHINESE>COMMUNIST<THOUGHT REFORM	150/54/TICK
	DETERMINANTS OF LOYALTY AND DISAFFECTION IN CHINESE>COMMUNIST<SOLDIERS DURING KOREAN HOSTILITIES (U)	*150/56/TICK

COMMUNIST	METHODOLOGICAL CONSIDERATIONS- STUDY OF MOTIVATIONS OF THE CHINESE>COMMUNIST<FORCES IN KOREA	*150/56/TICK
	MOTIVATIONS OF CHINESE>COMMUNIST<SOLDIER: BASIS FOR RESEARCH SUPPORTING MILIT PSYCHOLOGICAL WARFARE	*150/58/TICK
	TRAD. ORIENTATIONS TO SOCIAL RELATIONS IN CHINESE RESPONSES TO>COMMUNIST<MILITARY-POLITICAL CONTROL	*150/58/TICK
	ADJUSTMENT, CHINESE SOLDIERS TO>COMMUNIST<DEMAND FOR IDEOLOGICAL PARTICIPATION: CCF IN KOREAN WAR	*150/59/TICK
	>COMMUNIST<VULNERABILITIES TO THE USE OF MUSIC IN PSYCHOLOGICAL WARFARE (U)	155/54/TREBL
	CATALOGUE OF MUSIC RECORDINGS FOR PROPAGANDA BROADCASTS TO SELECTED>COMMUNIST<COUNTRIES (U)	155/54/TREBL
COMPANIES	RESULTS OF LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE TECHNIQUE FOR ARMY BASIC TRAINING>COMPANIES<	* 28/56/BASIC
COMPANY	THE USE OF THE Q-SORT FOR COLLECTING ATTITUDE DATA FROM>COMPANY<COMMANDERS UNDER FIELD CONDITIONS	71/56/INTER
COMPASS	IMPROVING THE ABILITY OF THE INDIVIDUAL SOLDIER TO EMPLOY A MAP AND>COMPASS<IN LAND NAVIGATION	110/57/PATRO
	CAPABILITIES AND LIMITATIONS OF THE LENSATIC>COMPASS<	110/59/PATRO
COMPETITION	THE EFFECTS OF GROUP>COMPETITION<UPON STUDENT PERFORMANCE	143/68/SPUR
COMPLEX	A VIEW OF MAN'S ROLE AND FUNCTION IN A>COMPLEX<SYSTEM	175/68/ES-61
	HUMAN FACTORS IN>COMPLEX<SYSTEMS	103/67/OBSER
COMPUTER	TRAINING RESEARCH UTILIZING MAN>COMPUTER<INTERACTIONS: PROMISE AND REALITY	197/63/GENRL
COMPUTER-ADMINIST	>COMPUTER-ADMINISTERED<INSTRUCTION VERSUS TRADITIONALLY ADMINISTERED INSTRUCTION: ECONOMICS	172/67/ES-42
COMPUTERS	COMMENT ON SCHURDAK'S 'APPROACH TO USE OF>COMPUTERS<IN THE INSTRUCTIONAL PROCESS AND AN EVALUATION'	68/67/IMPAC
CONCEPT	KNOWLEDGE OF RESULTS IN SCHEMATIC>CONCEPT<FORMATION/ KOR	184/68/BR-16
	THE DEVELOPMENT AND TEST OF A SPECIAL PURPOSE FOREIGN LANGUAGE TRAINING>CONCEPT<	40/67/CONTA
	THE CAPTIVE HELICOPTER AS A TRAINING DEVICE: EXPERIMENTAL EVALUATION OF A>CONCEPT<	45/68/ECHO
	THE>CONCEPT<OF A TECHNOLOGY OF TRAINING	192/60/GENRL
	THE SYSTEMS>CONCEPT<AS A PRINCIPLE OF METHODOLOGICAL DECISION	195/62/GENRL
	A>CONCEPT<OF THE ROLE OF MAN IN AUTOMATED SYSTEMS	86/68/MANIC
CONCEPTS	REVIEW OF>CONCEPTS<AND LITERATURE ON CONTINGENCY MANAGEMENT	184/68/BR-18
	>CONCEPTS<OF TRAINING	195/62/GENRL
	ORGANIZING THE PRESENTATION OF>CONCEPTS<IN EDUCATION AND TRAINING- THE LATTICE TECHNIQUE	90/62/METHO
	TEN NEW>CONCEPTS<FOR MAINTAINING ELECTRONIC SYSTEMS	95/65/MOSAI
	A DESCRIPTION AND ANALYTIC DISCUSSION OF TEN NEW>CONCEPTS<FOR ELECTRONICS MAINTENANCE	95/66/MOSAI
CONCEPTUAL	AN OVERVIEW OF THE>CONCEPTUAL<STRUCTURE OF SUBTASK PIONEER VII	179/63/BR-7
	A>CONCEPTUAL<MODEL OF BEHAVIOR UNDER STRESS, WITH IMPLICATIONS FOR COMBAT TRAINING	58/66/FIGHT
	A>CONCEPTUAL<APPROACH TO TRAINING RESEARCH	192/59/GENRL
CONDITIONING	>CONDITIONING<OF CONNOTATIVE MEANING AS A FUNCTION OF SENSORY DEPRIVATION AND SOCIAL ISOLATION	178/63/BR-6
	FURTHER COMMENT ON CLASSICAL AND INSTRUMENTAL>CONDITIONING<	191/59/GENRL
CONDITIONS	A GENERAL SYSTEMS APPROACH TO THE DEVELOPMENT AND MAINTENANCE OF OPTIMAL LEARNING>CONDITIONS<	68/67/IMPAC
CONDUCT	THE>CONDUCT<OF FIELD STUDIES	191/58/GENRL
CONFIDENCE	BACKGROUND AND SITUATIONAL>CONFIDENCE<: THEIR RELATION TO PERFORMANCE EFFECTIVENESS	174/68/ES-50
CONFINEMENT	DRAFT POLICY STATEMENT ON EFFECTS OF FATIGUE AND>CONFINEMENT<	196/63/GENRL
CONFLICT	THE EFFECT OF AVOIDANCE OF>CONFLICT<ON DECISIONS ABOUT CONTINUING IN AN ACTIVITY	30/59/CAREE
	FACTORS IN THE RECOVERY FROM APPROACH-AVOIDANCE>CONFLICT<	190/57/GENRL
CONFORMITY	>CONFORMITY<TO A GROUP NORM AS A FUNCTION OF SENSORY DEPRIVATION AND SOCIAL ISOLATION	178/63/BR-6
	THE EFFECT OF SENSORY DEPRIVATION AND SOCIAL ISOLATION ON>CONFORMITY<TO A GROUP NORM	178/63/BR-6
	RELATION OF INTELLIGENCE AND AUTHORITARIANISM TO BEHAVIORAL CONTAGION AND>CONFORMITY<	121/64/RAID
CONNOTATIVE	CONDITIONING OF>CONNOTATIVE<MEANING AS A FUNCTION OF SENSORY DEPRIVATION AND SOCIAL ISOLATION	178/63/BR-6
CONSENSUS	GROUP>CONSENSUS<AND JUDGMENTAL ACCURACY- EXTENSION OF THE ASCH EFFECT	179/66/BR-6
CONSERVATION	THE EFFECT OF FUEL>CONSERVATION<TRAINING ON M-48 TANK GASOLINE CONSUMPTION	93/55/MOBIL
CONSTRAINED	A COMPARISON OF>CONSTRAINED<AND RANDOM METRIC FIGURES IN PAIRED-ASSOCIATES LEARNING	180/67/BR-8
CONSTRUCTION	THE>CONSTRUCTION<, VALIDATION AND APPLICATION OF A SUBJECTIVE STRESS SCALE	53/58/FIGHT
CONTACT	REDUCTION OF HELICOPTER PILOT ATTRITION THROUGH SYNTHETIC>CONTACT<FLIGHT TRAINING/ TRAINING DEVICE	44/65/ECHO
	A SUMMARY OF PRIOR RESEARCH ON INTEGRATED>CONTACT</INSTRUMENT FLIGHT TRAINING	70/58/INTAC
	INTACT- INTEGRATED INSTRUMENT>CONTACT<PRIMARY FLIGHT TRAINING	70/60/INTAC
CONTAGION	BEHAVIORAL>CONTAGION<	121/64/RAID
	RELATION OF INTELLIGENCE AND AUTHORITARIANISM TO BEHAVIORAL>CONTAGION<AND CONFORMITY	121/64/RAID
CONTENT	FEASIBILITY OF DEVELOPING TASK CLASSIFICATION STRUCTURE FOR ORDERING TRAINING PRINCIPLES &>CONTENT<	*180/63/BR-8
	A>CONTENT<ANALYSIS OF COMMUNICATIONS WITHIN ARMY SMALL-UNIT PATROLLING OPERATIONS	37/67/COMTA
	THE>CONTENT<VALIDITY OF INSTRUCTIONAL OBJECTIVES/ JOB ANALYSIS	69/66/INGO
	THE DERIVATION, ANALYSIS, CLASSIFICATION OF INSTRUCTIONAL OBJECTIVES/ SELECTION OF COURSE>CONTENT<	69/66/INGO
	INTERACTION>CONTENT<AND TEAM EFFECTIVENESS/ STUDY OF SMALL GROUP PROBLEM SOLVING/ COORDINATION	157/66/UNIFE
CONTEXT	THE FUNCTIONAL>CONTEXT<METHOD OF INSTRUCTION	128/60/REPAI
CONTINGENCY	REVIEW OF CONCEPTS AND LITERATURE ON>CONTINGENCY<MANAGEMENT	184/68/BR-18
CONTINGENT	THE ROLE OF EXPERIMENTER ATTITUDE AND>CONTINGENT<REINFORCEMENT IN A VIGILANCE TASK	197/64/GENRL
CONTINUOUS	PURSUIT ROTOR PERFORMANCE-II. REINFORCING SUCCESSIVELY LONGER>CONTINUOUS<TRACKING OVER PRACTICE	*182/66/BR-9
	PURSUIT ROTOR PERFORMANCE-I REINFORCING LONGER INTERVALS OF>CONTINUOUS<TRACKING WITHIN EACH TRIAL	*181/66/BR-9
CONTOUR	AN INVESTIGATION OF SEVERAL METHODS OF TEACHING>CONTOUR<INTERPRETATION	88/57/MAPUS
	SEVERAL METHODS OF TEACHING>CONTOUR<INTERPRETATION	88/57/MAPUS
CONTROL	AN EVALUATION OF FLASH LOCALIZATION PERFORMANCE WITH THE FIRE>CONTROL<SYSTEM OF THE M48 TANK	24/62/ARMRN
	AN ANNOTATED BIBLIOGRAPHY ON PROFICIENCY MEASUREMENT FOR TRAINING QUALITY>CONTROL<	198/64/GENRL
	SPANOCON- SPAN OF>CONTROL<, 2. EFFECT ON RELIABILITY OF FREE AND FORCED DISTRIBUTIONS IN RATING	141/61/SPANO
	SPANOCON- SPAN OF>CONTROL<, 1. DEVELOPMENT OF A KNOWLEDGE-FREE SPAN OF CONTROL TEST	141/62/SPANO
	MILITARY>CONTROL<- A FREQUENTLY MISSED TRAINING OPPORTUNITY	149/61/TEXTR
	TRAD. ORIENTATIONS TO SOCIAL RELATIONS IN CHINESE RESPONSES TO COMMUNIST MILITARY-POLITICAL>CONTROL<	*150/58/TICK
	>CONTROL<OF COMBAT RIFLE FIRE	154/67/TRANF
CONTROLLED	A PRELIMINARY STUDY OF THE EFFECTS OF>CONTROLLED<ISOLATION	178/62/BR-6
CONTROLLING	A PROCEDURE FOR>CONTROLLING<ARMY SCHOOL CURRICULA	195/62/GENRL
	>CONTROLLING<THE QUALITY OF TRAINING	200/65/GENRL
CONVENTIONALLY	A FOLLOW-UP STUDY OF EXPERIMENTALLY AND>CONVENTIONALLY<TRAINED FIELD RADIO REPAIRMEN	128/60/REPAI
	A FOLLOW-UP STUDY OF EXPERIMENTALLY AND>CONVENTIONALLY<TRAINED FIELD RADIO REPAIRMEN/ PROFICIENCY	*128/60/REPAI
CONVERTING	A TEST OF A METHOD OF>CONVERTING<PROFICIENCY SCORES TO LEARNING TIME SCORES	131/64/RINGE
COORDINATE	THE EFFECTS OF TWO TYPES OF>COORDINATE<SYSTEMS ON LOCALIZATION OF PERIPHERAL LIGHT FLASHES	24/63/ARMRN
COORDINATION	NIGHTTIME>COORDINATION<OF RIFLE FIRE BY SYSTEMATIC RULES RATHER THAN BY CONTROL OF A LEADER	94/55/MOONL
	VERBAL>COORDINATION<AND PERFORMANCE IN SMALL MILITARY TEAMS	157/64/UNIFE
	TRAINING FOR>COORDINATION<WITHIN RIFLE SQUADS	157/66/UNIFE
	INTERACTION CONTENT AND TEAM EFFECTIVENESS/ STUDY OF SMALL GROUP PROBLEM SOLVING/>COORDINATION<	157/66/UNIFE
COPYING	EXPERIMENTAL STUDIES OF SKILL IN>COPYING<INTERNATIONAL MORSE CODE/ MOTIVATION	120/60/RADOP
CORE	THE DEVELOPMENT OF A BASIS FOR A COMMON>CORE<CURRICULUM/ ROTC	132/65/ROCOM
CORRECTIVE	THE>CORRECTIVE<ACTION QUESTIONNAIRE- DEVELOPMENT AND ADMINISTRATION TO OFFICERS AND NCOS/ ATTITUDES	31/66/CENTR
CORRELATES	PREDICTORS, DESCRIPTIONS AND>CORRELATES<OF BASIC TRAINING DELINQUENTS	28/56/BASIC
COUNSELING	INSTRUCTORS GUIDE TO PERFORMANCE>COUNSELING<	187/68/TAS
COUNT	EFFECTS OF CORRECT AND INCORRECT KNOWLEDGE OF RESULTS ON ABILITY TO>COUNT<AUDITORY STIMULI	47/60/ENDOR
COUNTER	PROCUREMENT OF>COUNTER<INTELLIGENCE CORPS TRAINEES	32/57/CINCO
COUNTERGUERILLA	A BIBLIOGRAPHY ON THE ROLE OF AIR POWER IN GUERILLA AND>COUNTERGUERILLA<OPERATIONS	141/62/SPECI
COUNTERINSURGENCY	>COUNTERINSURGENCY<TRAINING- A SELECTED SUBJECT BIBLIOGRAPHY	141/62/SPECI
COUNTERPART	ADVISOR AND>COUNTERPART<ACTIVITIES IN THE MILITARY ASSISTANCE PROGRAM IN THE REPUBLIC OF CHINA	169/65/ES-2
COUNTING	THE EFFECTS OF MISINFORMATION UPON THE>COUNTING<OF AUDITORY STIMULI	47/59/ENDOR
	COMPARISON OF RANDOM PAIRS AND REAL PAIRS ON A SIMPLE AUDITORY>COUNTING<TASK	121/63/RAID
COURSE	A FEASIBILITY STUDY OF A SPECIAL, MACHINE-TAUGHT ORAL-AURAL RUSSIAN LANGUAGE>COURSE<	38/60/CONTA
	PROBLEMS IN PROGRAMMING AN INTENSIVE ORAL-AURAL LANGUAGE>COURSE<	39/61/CONTA
	PROGRAMMING AN INTENSIVE ORAL-AURAL LANGUAGE>COURSE<	39/62/CONTA
	HUMRRO TECHNIQUES IN>COURSE<DEVELOPMENT	202/66/GENRL
	THE DERIVATION, ANALYSIS, CLASSIFICATION OF INSTRUCTIONAL OBJECTIVES/ SELECTION OF>COURSE<CONTENT	69/66/INGO
	PROGRAMED LEARNING IN VIETNAMESE: CONSTRUCTION AND EVALUATION OF A SHORT PRACTICAL LANGUAGE>COURSE<	86/67/MALT
	DEVELOPMENT AND EVALUATION OF AN EXPERIMENTAL ORDNANCE RADAR REPAIR>COURSE<	*101/64/NICOR
	LOW ALTITUDE AERIAL OBSERVATION- AN EXPERIMENTAL>COURSE<OF INSTRUCTION	103/62/OBSER
	THE RELATIONSHIP BETWEEN LEADERS>COURSE<EVALUATIONS AND OCS EVALUATIONS	104/54/OCS
	FALL 1956 RESEARCH ON RECONNAISSANCE PATROLLING- A BASIC>COURSE<IN INDIVIDUAL SKILLS	110/57/PATRO
	SPRING 1956 RESEARCH ON RECONNAISSANCE PATROLLING- A BASIC>COURSE<IN INDIVIDUAL SKILLS	110/57/PATRO
	DIAGNOSIS AND TREATMENT OF AN ARMY ELECTRONICS TRAINING>COURSE</ JOB ANALYSIS/ CRITERION TEST	118/57/RADAR
	>COURSE<DENSITY AND STUDENT PERCEPTION	124/67/REFIL
	EVAL OF LIGHT WEAPONS INFANTRYMEN, MOS 111.0, GRADUATES OF ADVANCED INDIVIDUAL TRNG>COURSE<ATP 7-17	*129/62/RIFLE

COURSE	INSTRUCTOR'S GUIDE - ADVANCED LAND NAVIGATION: A PROTOTYPE>COURSE<	129/63/RIFLE
	TARGET PLACEMENT ON A DETECTION PROFICIENCY>COURSE<	153/54/TRANF
	EXTENSION OF RESEARCH IN TRAINFIRE I BASIC RIFLE MARKSMANSHIP>COURSE<	154/58/TRANF
COURSES	THE EVALUATION OF SELF-INSTRUCTIONAL FOREIGN LANGUAGE>COURSES<	39/64/CONTA
COVARIATES	ANALYSIS OF DETERMINANTS, CHARACTERISTICS,>COVARIATES<OF BASIC TRAINEE LEADERSHIP SOCIOMETRIC DATA	* 27/56/BASIC
CREDIBILITY	FACTORS AFFECTING>CREDIBILITY<IN PSYCHOLOGICAL WARFARE COMMUNICATIONS	32/56/CHATT
CREW	>CREW<DESCRIPTION DIMENSIONS AND RADAR CREW EFFECTIVENESS	13/55/AAA
	>CREW<DUTIES AND TASKS FOR OPERATION OF THE M551/MAIN BATTLE TANK	89/68/MBT
	THE DETERMINATION OF JOB REQUIREMENTS FOR TANK>CREW<MEMBERS	138/58/SHOCK
	STUDIES MADE DURING PROJECT STALK: I-RESULTS OF INTERVIEWS WITH THE STALK>CREW<MEMBERS (U)	*144/57/STALK
CREWMEN	AN EVALUATION OF THE ON-THE-JOB PROFICIENCY OF TRAINED TANK>CREWMEN<	138/58/SHOCK
	THE ACHIEVEMENT OF ACTIVE-DUTY AND RESERVE TANK>CREWMEN<IN AREAS OF ESSENTIAL ARMOR KNOWLEDGE	138/58/SHOCK
CREWS	SOCIOMETRIC CHOICES AND GROUP PRODUCTIVITY AMONG RADAR>CREWS<	13/55/AAA
CRH	EFFECTS OF DRL AND>CRH<SCHEDULES OF REINFORCEMENT IN SHAPING COLLECTIVE RESPONSE RATE OF TEAMS	*181/62/BR-9
CRITERIA	PSYCHOLOGICAL AND PHYSIOLOGICAL>CRITERIA<FOR STRESS SIMULATION RESEARCH	58/63/FIGHT
	MULTIPLE>CRITERIA<IN PRODUCTIVITY STUDIES OF MILITARY GROUPS	190/55/GENRL
	>CRITERIA<FOR CAREER FORCE STRUCTURE	196/63/GENRL
	THE DEVELOPMENT OF PERFORMANCE>CRITERIA<FOR TURRET MECHANICS	93/61/MOBIL
	A SUGGESTED GENERAL SOP FOR THE PREPARATION OF EQUIPMENT SERVICEABILITY>CRITERIA<	186/67/TAS
CRITERION	DIAGNOSIS AND TREATMENT OF AN ARMY ELECTRONICS TRAINING COURSE/ JOB ANALYSIS/>CRITERION<TEST	118/57/RADAR
CRITICAL	A PRELIMINARY APPLICATION OF THE>CRITICAL<INCIDENT TECHNIQUETO COMBAT PERFORMANCE OF ARMY AVIATORS	174/68/ES-50
	A>CRITICAL<INCIDENT STUDY OF INFANTRY, AIRBORNE, AND ARMORED JUNIOR NONCOMMISSIONED OFFICERS	96/58/NCO
CROSS-CULTURAL	>CROSS-CULTURAL<PROBLEMS OF U.S. ARMY PERSONNEL IN LAOS AND THEIR IMPLICATIONS FOR AREA TRAINING	18/64/AREA
	EXAMPLES OF>CROSS-CULTURAL<PROBLEMS ENCOUNTERED BY AMERICANS WORKING OVERSEAS- INSTRUCTORS HANDBOOK	* 18/65/AREA
	SIMULATION EXERCISES IN AREA TRAINING/>CROSS-CULTURAL<COMMUNICATION	18/65/AREA
	THE SIMULATION OF>CROSS-CULTURAL<COMMUNICATION/ AREA TRAINING	18/66/AREA
	A QUANTITATIVE APPROACH TO THE STUDY OF DIRECTED>CROSS-CULTURAL<CHANGE	33/64/CIVIC
	THE PRIMARY VARIABLES IN DIRECTED>CROSS-CULTURAL<CHANGE	33/64/CIVIC
	THE PROCESS OF>CROSS-CULTURAL<INNOVATION	33/64/CIVIC
	A SELECTED BIBLIOGRAPHY OF>CROSS-CULTURAL<CHANGE PROJECTS	33/64/CIVIC
	PEASANT FATALISM AND SOCIOECONOMIC INNOVATION/>CROSS-CULTURAL<CHANGE	34/65/CIVIC
	THE DESIGN OF>CROSS-CULTURAL<TRAINING FOR MILITARY ADVISORS	87/66/MAP
CROSS-VALIDATION	THE AAFCS M-33 MECHANIC PROFICIENCY TEST: PART II - DEVELOPMENT AND>CROSS-VALIDATION<	*118/57/RADAR
CUE	>CUE<RESPONSE ANALYSIS OF A MAINTENANCE TASK	62/58/FOREC
CUE-RESPONSE	INCREASING ELECTRONICS MAINTENANCE PROFICIENCY THROUGH>CUE-RESPONSE<ANALYSIS	62/59/FOREC
CUES	USING>CUES<& RESPONSES TO TRANSLATE LOGICAL INTO PRACTICAL TROUBLESHOOTING/ ELECTRONICS MAINT.	* 63/61/FOREC
CULTURAL	THE SIMULATION OF>CULTURAL<DIFFERENCES	19/66/AREA
	AN APPROACH TO>CULTURAL<SELF-AWARENESS/ AREA TRAINING	19/66/AREA
	LIVE SIMULATION OF AFFECT-LADEN>CULTURAL<COGNITIONS	20/67/AREA
CUMULATIVE	SOME NOTES ON>CUMULATIVE<SCALES	190/55/GENRL
CURRICULA	A PROCEDURE FOR CONTROLLING ARMY SCHOOL>CURRICULA<	195/62/GENRL
CURRICULUM	BASIC TRAINING EFFECTIVENESS- INSTRUCTION CENTRALIZATION,>CURRICULUM<AND ACHIEVEMENT EVALUATION	* 29/57/BASIC
	PSYCHOLOGICAL WARFARE JOB REQUIREMENTS & TRAINING- EVAL OF PSYCHOLOGICAL WARFARE SCHOOL>CURRICULUM<	*115/56/PSYJO
	THE DEVELOPMENT OF A BASIS FOR A COMMON CORE>CURRICULUM</ ROTC	132/65/ROCOM
	TRAINING REQUIREMENTS FOR THE GENERAL MILITARY SCIENCE>CURRICULUM<OF THE ARMY ROTC PROGRAM	132/67/ROCOM
	PROVISIONAL CORE>CURRICULUM<, INFANTRY NIGHT OPERATION TRAINING- CONCEPTUALIZATION, PROPOSED CONTENT	*147/60[illegible]ING
CUSHION	HUMAN FACTORS IN THE AIR>CUSHION<VEHICLES (ACV)	109/62/OVERD
CUTANEOUS	STIMULUS PARAMETERS AND INDIVIDUAL DIFFERENCES IN>CUTANEOUS<SENSITIVITY TO ELECTROPULSE STIMULATION	* 37/66/COMTA
	EFFECTS OF TIME-SHARING AND BODY POSITIONAL DEMANDS ON>CUTANEOUS<INFORMATION PROCESSING	171/65/ES-30
	EFFECTS OF INTENSE NOISE ON PROCESSING OF>CUTANEOUS<INFORMATION OF VARYING COMPLEXITY	171/65/ES-30
DARK	VISUAL SENSATIONS EXPERIENCED IN THE>DARK<AS A FUNCTION OF INSTRUCTION AND PRIOR VERBALIZATION	178/62/BR-6
	WHEN IT'S>DARK<IN THE DAYTIME	195/62/GENRL
DATA	THE UTILITY OF>DATA<FROM FIELD PERFORMANCE MEASUREMENT	202/66/GENRL
	THE TECHNICIAN AS A>DATA<PROCESSING SYSTEM WITHIN THE ELECTRONICS MAINTENANCE COMPLEX	72/63/JOBTR
	RESEARCH ON HUMAN AERIAL OBSERVATION. PART III: SUMMARY>DATA<FROM TACTICAL FIELD TESTS	102/60/OBSER
	METHODS AND DEVICES FOR TEACHING>DATA<FLOW TO ELECTRONICS MAINTENANCE PERSONNEL	151/62/TRACE
DAWN	VICTORY BEFORE>DAWN</ ARMOR NIGHT GUNNERY	23/59/ARMRN
DAYLIGHT	IDENTIFICATION OF THE IMPORTANT SKILLS IN>DAYLIGHT<LAND NAVIGATION	88/57/MAPUS
DECIMAL	SPEED AND ACCURACY OF ADDITION IN NORMAL TIME AND>DECIMAL<TIME SYSTEMS	81/66/LOWEN
DECISION MAKING	COMMAND>DECISION MAKING<IN THE FAR NORTH	36/60/COLDS
DECISION	AVOIDANCE OF COMMITMENT AND NEED FOR CLOSURE AS DETERMINANTS OF BEHAVIOR IN>DECISION<SITUATIONS	30/63/CAREE
	PROBLEMS AND POSSIBILITIES IN THE USE OF DISCUSSION FOR ORGANIZATIONAL>DECISION<MAKING	41/55/DECIS
	AN INVESTIGATION OF FLEXIBILITY IN TACTICAL>DECISION<MAKING	41/57/DECIS
	THE EFFECTS OF SUPERVISORY THREAT ON>DECISION<MAKING AND RISK-TAKING IN A SIMULATED COMBAT GAME	169/66/ES-12
DECISION-MAKING	A TENTATIVE ORGANIZATIONAL SCHEMA FOR>DECISION-MAKING<PROBLEMS	169/66/ES-12
DECISIONS	THE EFFECT OF AVOIDANCE OF CONFLICT ON>DECISIONS<ABOUT CONTINUING IN AN ACTIVITY	30/59/CAREE
	THE INFLUENCE OF COGNITIVE DISSONANCE ON SEQUENTIAL>DECISIONS<	41/57/DECIS
	THE ARMOR COMBAT>DECISIONS<GAME	159/62/UNIT
DEFECTORS	SOVIET MILITARY>DEFECTORS<AND WESTERN PROPAGANDA- A PILOT STUDY (U)	36/55/COMPR
DEFENSIVE	INVESTIGATION OF ROLE>DEFENSIVE<FUNCTIONING RELATED TO EMOTION AROUSAL & PERFORMANCE EFFECTIVENESS	* 57/61/FIGHT
DEFICIENTS	PERFORMANCE OF MENTAL>DEFICIENTS<ON A SIMPLE VIGILANCE TASK	193/61/GENRL
DEFINE	DEVELOPMENT OF TRAINING PROGRAMS FOR 1ST ENLISTMENT REPAIRMEN- I. HOW TO>DEFINE<TRAINING OBJECTIVES	* 72/60/JOBTR
DELINQUENCY	A PRELIMINARY INVESTIGATION OF>DELINQUENCY<IN THE ARMY	146/54/STIR
DELINQUENTS	PREDICTORS, DESCRIPTIONS AND CORRELATES OF BASIC TRAINING>DELINQUENTS<	28/56/BASIC
DEMAND	PROGRAMMED INSTRUCTION UNDER A>DEMAND<FEEDBACK SCHEDULE	198/64/GENRL
DEMANDS	A TENTATIVE TAXONOMY OF TASK>DEMANDS<	197/63/GENRL
DEPENDENCY	>DEPENDENCY<ON SUPERVISORS, PROFICIENCY AND MORALE IN GUIDED MISSILE BATTERIES	80/60/LOCKO
DEPRIVATION	SUMMARY OF RESEARCH IN SENSORY>DEPRIVATION<AND SOCIAL ISOLATION	177/61/BR-6
	SOME BASIC FACTORS IN SENSORY>DEPRIVATION<RESEARCH	178/62/BR-6
	ACTIVITY PATTERN AND RESTLESSNESS DURING SUSTAINED SENSORY>DEPRIVATION<	178/62/BR-6
	THE ROLE OF EXPECTANCY IN SS RESPONSES TO SUSTAINED SENSORY>DEPRIVATION<	178/62/BR-6
	COLLECTED PAPERS RELATED TO THE STUDY OF THE EFFECTS OF SENSORY>DEPRIVATION<AND SOCIAL ISOLATION	178/62/BR-6
	TIME ESTIMATION ERROR AS A PREDICTOR OF ENDURANCE IN SUSTAINED SENSORY>DEPRIVATION<	178/62/BR-6
	SELECTED REFERENCES TO RESEARCH IN SENSORY>DEPRIVATION<	178/62/BR-6
	CONFORMITY TO A GROUP NORM AS A FUNCTION OF SENSORY>DEPRIVATION<AND SOCIAL ISOLATION	178/63/BR-6
	REPORTED VISUAL SENSATIONS AS A FUNCTION OF SUSTAINED SENSORY>DEPRIVATION<AND SOCIAL ISOLATION	178/63/BR-6
	CONDITIONING OF CONNOTATIVE MEANING AS A FUNCTION OF SENSORY>DEPRIVATION<AND SOCIAL ISOLATION	178/63/BR-6
	VIGILANCE AS A FUNCTION OF SENSORY>DEPRIVATION<AND SOCIAL ISOLATION	179/63/BR-6
	LABORATORY STUDIES OF SENSORY>DEPRIVATION<- FINDINGS OF INTEREST TO HUMAN ENGINEERING	178/63/BR-6
	THE EFFECT OF SENSORY>DEPRIVATION<AND SOCIAL ISOLATION ON CONFORMITY TO A GROUP NORM	178/63/BR-6
	EFFECT OF SENSORY>DEPRIVATION<AND SOCIAL ISOLATION ON SELF-EXPOSURE TO PROPAGANDA & ATTITUDE CHANGE	*178/63/BR-6
	EXPERIMENTAL STUDIES OF SENSORY>DEPRIVATION<AND SOCIAL ISOLATION PSYCHOLOGICAL REACTION	179/66/BR-6
	SOME BASIC FACTORS IN SENSORY>DEPRIVATION<RESEARCH	47/58/ENDOR
	STUDIES OF SENSORY>DEPRIVATION<ON VIGILANCE: I. PROGRESS IN DEVELOPMENT OF VISUAL VIGILANCE TASK	* 47/58/ENDOR
	EFFECTS OF SENSORY>DEPRIVATION<UPON RECEPTION OF COMPLEX INSTRUCTIONS- DEVELOPMENT OF A MEASURE	47/59/ENDOR
	PROGRESS REPORT ON STUDIES OF SENSORY>DEPRIVATION<	47/61/ENDOR
DEPTH	THE RELATIONSHIP BETWEEN LATERAL PHORIA AND SOME TESTS OF REAL AND APPARENT>DEPTH<PERCEPTION	122/53/RANGE
DERIVATION	THE>DERIVATION<, ANALYSIS, CLASSIFICATION OF INSTRUCTIONAL OBJECTIVES/ SELECTION OF COURSE CONTENT	69/66/INGO
DERIVING	>DERIVING<, SPECIFYING, AND USING INSTRUCTIONAL OBJECTIVES	69/66/INGO
	DEVELOPMENT OF PROCEDURES FOR>DERIVING<TRAINING OBJECTIVES FOR JUNIOR OFFICER JOBS	135/66/SAMOF
	>DERIVING<AND SPECIFYING INSTRUCTIONAL OBJECTIVES	149/61/TEXTR
DESCRIPTION	CREW>DESCRIPTION<DIMENSIONS AND RADAR CREW EFFECTIVENESS	13/55/AAA
	JOB PERFORMANCE TESTS, DETAILED>DESCRIPTION<OF PERFORMANCE TESTS FOR NIKE IFC TECHNICIANS	* 15/59/ACHIL
	RESULTS OF LEADER BEHAVIOR>DESCRIPTION<QUESTIONNAIRE TECHNIQUE FOR ARMY BASIC TRAINING COMPANIES	* 28/56/BASIC
	FORECAST MOCKUP SYSTEM TECHNICAL>DESCRIPTION<	63/61/FOREC
	SOME PROBLEMS IN THE>DESCRIPTION<OF JOBS FOR ELECTRONIC MAINTENANCE TRAINING	191/59/GENRL
	THE HEAVENS AND THE FIELDS/>DESCRIPTION<OF HUMRRO RESEARCH	194/61/GENRL

DESCRIPTION	PPDR HANDBOOK: USE OF PILOT PERFORMANCE>DESCRIPTION<RECORD IN FLIGHT TRAINING QUALITY CONTROL	77/63/LIFT
	THE SOCIAL DESIRABILITY VARIABLE IN BEHAVIOR>DESCRIPTION<	107/60/OFFTR
	>DESCRIPTION<OF SUPERVISORY JOBS	135/63/SAMOF
DESCRIPTIONS	PREDICTORS,>DESCRIPTIONS<AND CORRELATES OF BASIC TRAINING DELINQUENTS	28/56/BASIC
	THE DEVELOPMENT OF JOB>DESCRIPTIONS<FOR NIKE AJAX BATTERY OFFICERS	134/59/SAMOF
	THE REVISION OF NIKE PLATOON LEADER JOB>DESCRIPTIONS<- AJAX TO HERCULES	134/60/SAMOF
DESERT ROCK	>DESERT ROCK<I- A PSYCHOLOGICAL STUDY OF TROOP REACTIONS TO AN ATOMIC EXPLOSION	42/53/DR-I
	>DESERT ROCK<I- A PSYCHOLOGICAL STUDY OF TROOP REACTIONS TO AN ATOMIC EXPLOSION- DATA ON ATTRITION	* 42/53/DR-I
	>DESERT ROCK<IV- REACTIONS OF AN ARMORED INFANTRY BATTALION TO AN ATOMIC BOMB MANEUVER	42/53/DR-IV
	>DESERT ROCK<V- REACTIONS, TROOP PARTICIPANTS, FORWARD VOLUNTEER OFFICER GROUPS TO ATOMIC EXERCISES	* 43/53/DR-V
	EXPERIENCES AT>DESERT ROCK<VIII	43/56/DR-V
DESERT	AIRCRAFT DETECTION, RANGE ESTIMATION, AND AUDITORY TRACKING TESTS IN A>DESERT<ENVIRONMENT	173/67/ES-44
DESIGN	THE IMPORTANCE OF TRAINING REQUIREMENTS INFORMATION IN>DESIGN<& USE OF AVIATION TRAINING DEVICES	44/63/ECHO
	SOME RELATIONSHIPS BETWEEN TRAINING RESEARCH AND HUMAN ENGINEERING IN THE>DESIGN<OF WEAPON SYSTEMS	193/60/GENRL
	>DESIGN<AND EVALUATION OF PRINTED JOB AIDS FOR ELECTRONICS REPAIRMEN	194/61/GENRL
	THE>DESIGN<OF INSTRUCTIONAL SYSTEMS	202/66/GENRL
	AN ANNOTATED BIBLIOGRAPHY ON THE>DESIGN<OF INSTRUCTIONAL SYSTEMS	203/67/GENRL
	PART IV--HOW TO>DESIGN<TRAINING METHODS AND MATERIALS	* 72/60/JOBTR
	PART III--HOW TO>DESIGN<THE HANDBOOK MATERIALS	* 72/60/JOBTR
	PSYCHOLOGICAL APPROACH TO>DESIGN<OF SHORT SELF-INSTRUCTIONAL FUNCTIONAL COURSE IN FOREIGN LANGUAGE	* 85/64/MALT
	THE>DESIGN<OF CROSS-CULTURAL TRAINING FOR MILITARY ADVISORS	87/66/MAP
	THE>DESIGN<FOR A PARAMETRIC STUDY OF A LEADERSHIP TRAINING SYSTEM	97/61/NCO
	EXPERIMENTAL>DESIGN<FOR FIELD STUDIES IN LEADERSHIP	106/57/OFFTR
	PROCEDURES FOR OBTAINING HUMAN FACTORS INFORMATION AS PART OF WEAPON SYSTEM>DESIGN<, DEVELOPMENT	*160/61/UPSTR
DESIRABILITY	THE SOCIAL>DESIRABILITY<VARIABLE IN BEHAVIOR DESCRIPTION	107/60/OFFTR
DETECTABILITY	>DETECTABILITY<ON A PPI SCOPE AS A FUNCTION OF TARGET VELOCITY AND NOISE LEVEL	161/61/VIGIL
	TARGET>DETECTABILITY<ON AN A-SCOPE AS INFLUENCED BY VERTICAL AND HORIZONTAL VIDEO AMPLIFICATION	162/62/VIGIL
DETECTING	PERFORMANCE OF GROUND OBSERVER IN>DETECTING<, RECOGNIZING, & ESTIMATING RANGE, LOW-ALTITUDE AIRCRAFT	*173/66/ES-44
DETECTION	EFFECT OF OBSERVER LOCATION, VIEWING METHOD ON TARGET>DETECTION<WITH 18-IN TANK-MOUNTED SEARCHLIGHT	* 25/64/ARMRN
	VISUAL>DETECTION<, IDENTIFICATION, AND LOCALIZATION: AN ANNOTATED BIBLIOGRAPHY/LOW LIGHT LEVELS	171/58/ES-27
	FACTORS INFLUENCING THE VISUAL>DETECTION<AND RECOGNITION OF LOW-ALTITUDE AIRCRAFT	173/66/ES-44
	AIRCRAFT>DETECTION<, RANGE ESTIMATION, AND AUDITORY TRACKING TESTS IN A DESERT ENVIRONMENT	173/67/ES-44
	THE EFFECTS OF SCHEDULES OF COLLECTIVE REINFORCEMENT ON A CLASS DURING TRAINING IN TARGET>DETECTION<	* 59/62/FIREP
	RELATIVE USEFULNESS OF ACTIVE PARTICIPATION & VERBAL DESCRIPTION TECHNIQUES, TARGET>DETECTION<TRNG	* 59/62/FIREP
	EFFECTS OF SCHEDULES OF COLLECTIVE REINFORCEMENT ON A CLASS DURING A TARGET>DETECTION<COURSE	60/62/FIREP
	PARTIAL POINT-OUT OF TARGETS AS COLLECTIVE REINFORCEMENT IN GROUP TARGET>DETECTION<TRAINING	* 60/62/FIREP
	EFFECTS OF INTELLIGENCE ON SIGNAL>DETECTION<IN VISUAL AND AUDITORY MONITORING	194/61/GENRL
	SIGNAL>DETECTION<BY MULTIPLE MONITORS	195/62/GENRL
	SUSTAINED VIGILANCE I - SIGNAL>DETECTION<DURING A 24-HOUR CONTINUOUS WATCH	195/62/GENRL
	THE EFFECTS OF VERBAL AND NON-VERBAL KNOWLEDGE OF RESULTS ON>DETECTION<PERFORMANCE	196/63/GENRL
	SUSTAINED VIGILANCE II: SIGNAL>DETECTION<FOR TWO-MAN TEAMS DURING A 24-HOUR WATCH	199/64/GENRL
	METHOD OF PRESENTATION, MODES, RESPONSE CATEGORY KNOWLEDGE OF RESULTS ON VIGILANCE TASK>DETECTION<	*199/64/GENRL
	EFFECT OF INCREASING SIGNAL LOAD ON>DETECTION<PERFORMANCE OF A VIGILANCE TASK	197/64/GENRL
	RESEARCH STRATEGY IN INVESTIGATING AERIAL SURVEILLANCE SYSTEMS/ TARGET>DETECTION<	102/58/OBSER
	A FIELD TEST OF VISUAL>DETECTION<AND IDENTIFICATION FOR REAL AND DUMMY TARGETS	102/59/OBSER
	TARGET PLACEMENT ON A>DETECTION<PROFICIENCY COURSE	153/54/TRANF
	THE RELATION BETWEEN RADAR>DETECTION<AND THE OBSERVER S CONCEPT OF A TARGET	162/62/VIGIL
	RADAR TARGET>DETECTION<AS INFLUENCED BY EXPERIENCE AND TRAINING	164/64/VIGIL
	RELATION BETWEEN RADAR>DETECTION<AND THE OBSERVER'S CONCEPT OF A TARGET	164/64/VIGIL
	RADAR TARGET>DETECTION<AS A FUNCTION OF SEARCH AREA AND VIEWING DISTANCE	164/65/VIGIL
	RISK-TAKING SET AND TARGET>DETECTION<PERFORMANCE	164/65/VIGIL
DETERMINANTS	ANALYSIS OF>DETERMINANTS<, CHARACTERISTICS, COVARIATES OF BASIC TRAINEE LEADERSHIP SOCIOMETRIC DATA	* 27/56/BASIC
	AVOIDANCE OF COMMITMENT AND NEED FOR CLOSURE AS>DETERMINANTS<OF BEHAVIOR IN DECISION SITUATIONS	30/63/CAREE
	GROUP PARTICIPATION, INFORMAL SOURCE STATUS AS>DETERMINANTS<OF INFO SPREAD IN ORGANIZATIONAL GROUPS	* 43/55/DR-V
	SOME>DETERMINANTS<OF SMALL-GROUP EFFECTIVENESS	157/62/UNIFE
DETERMINATION	AN ANNOTATED BIBLIOGRAPHY ON THE>DETERMINATION<OF TRAINING OBJECTIVES	198/64/GENRL
	THE>DETERMINATION<OF JOB REQUIREMENTS FOR TANK CREW MEMBERS	138/58/SHOCK
	THE>DETERMINATION<OF COMBAT JOB REQUIREMENTS FOR TANK PLATOON LEADER AND TANK PLATOON SERGEANT	159/61/UNIT
DEVELOPMENT	THE CORRECTIVE ACTION QUESTIONNAIRE->DEVELOPMENT<AND ADMINISTRATION TO OFFICERS AND NCOS/ ATTITUDES	31/66/CENTR
	>DEVELOPMENT<AND EVALUATION OF A TACTICAL MANDARIN CHINESE LANGUAGE COURSE/ TONAL DISCRIMINATION	40/65/CONTA
	TRAINING METHODOLOGY AND TRAINING RESEARCH: THEIR APPLICATION IN>DEVELOPMENT<OF TRAINING PROGRAMS	*192/59/GENRL
	RESEARCH AND>DEVELOPMENT<IN TRAINING AND EDUCATION	192/59/GENRL
	THE>DEVELOPMENT<OF TRAINING OBJECTIVES	198/64/GENRL
	HUMRRO TECHNIQUES IN COURSE>DEVELOPMENT<	202/66/GENRL
	>DEVELOPMENT<OF A SHORT, PRACTICAL, PROGRAMMED VIETNAMESE COURSE	85/65/MALT
	>DEVELOPMENT<AND EVALUATION OF A PROGRAM OF INSTRUCTION IN BASIC LAND NAVIGATION	110/61/PATRO
	THE AAFCS M-33 MECHANIC PROFICIENCY TEST: PART II ->DEVELOPMENT<AND CROSS-VALIDATION	*118/57/RADAR
	>DEVELOPMENT<AND EVALUATION OF A PROGRAM OF INSTRUCTION FOR FIRE CONTROL TECHNICIANS/ MAINTENANCE	*118/58/RADAR
	>DEVELOPMENT<OF A MEASURE OF SKILL AT RECEIVING INTERNATIONAL MORSE CODE	120/57/RADOP
	>DEVELOPMENT<AND EVALUATION OF AN IMPROVED FIELD RADIO REPAIR COURSE/ FUNCTIONAL CONTEXT	127/59/REPAI
	>DEVELOPMENT<AND EVALUATION OF AN IMPROVED RADIO REPAIR COURSE/ BASIC ELECTRONICS	127/59/REPAI
	>DEVELOPMENT<OF IMPROVED RIFLE SQUAD TACTICAL & PATROLLING PROGRAMS FOR LIGHT WEAPONS INFANTRYMAN	*130/65/RIFLE
	A CASE STUDY OF THE>DEVELOPMENT<OF AN INDIVIDUAL COMBAT TRAINING PROGRAM	130/66/RIFLE
	THE>DEVELOPMENT<OF A BASIS FOR A COMMON CORE CURRICULUM/ ROTC	132/65/ROCOM
	>DEVELOPMENT<OF TECHNICAL TRAINING MATERIALS FOR NIKE HERCULES JUNIOR OFFICER/ PROGRAMED INSTRUCTION	136/66/SAMOF
	>DEVELOPMENT<OF PROCEDURES FOR DERIVING TRAINING OBJECTIVES FOR JUNIOR OFFICER JOBS	135/66/SAMOF
DEVICE	THE CAPTIVE HELICOPTER AS A TRAINING>DEVICE<: EXPERIMENTAL EVALUATION OF A CONCEPT	45/68/ECHO
	POSSIBLE COMBAT APPLICATION OF EXPERIMENTAL STEALTH MEASURING>DEVICE<	110/59/PATRO
	THE TRAINING EFFECTIVENESS OF THE TRACK AND SUSPENSION TRAINER,>DEVICE<29-FA-61	151/54/TRACK
DEVICES	THE IMPORTANCE OF TRAINING REQUIREMENTS INFORMATION IN DESIGN & USE OF AVIATION TRAINING>DEVICES<	44/63/ECHO
	HELICOPTER TRAINING>DEVICES<IN SUPPORT OF ARMY AVIATION	44/67/ECHO
	AN ANNOTATED BIBLIOGRAPHY OF RESEARCH ON TRAINING AIDS AND TRAINING>DEVICES<	191/57/GENRL
	THE USE OF PART-TASK TRAINERS AND OPERATIONAL EQUIPMENT AS TRAINING>DEVICES<	192/59/GENRL
	FUNCTIONAL AND APPEARANCE FIDELITY OF TRAINING>DEVICES<FOR FIXED-PROCEDURES TASKS	131/65/RINGE
DIAGNOSIS	>DIAGNOSIS<AND TREATMENT OF AN ARMY ELECTRONICS TRAINING COURSE/ JOB ANALYSIS/ CRITERION TEST	118/57/RADAR
DIFFERENCES	MEASURES OF ABILITY AND PROGRAMED INSTRUCTION PERFORMANCE/ INDIVIDUAL>DIFFERENCES<	183/65/BR-11
DIFFERENTIAL	>DIFFERENTIAL<APPROACHES TO TRAINING/ INDIVIDUAL	142/67/SPECT
DIG	>DIG<THAT ATOMIC FOXHOLE	190/56/GENRL
DIGIT	THE RELIABILITY OF A MODIFIED>DIGIT<SPAN PROCEDURE	178/62/BR-6
	THE RELIABILITY OF A MODIFIED>DIGIT<SPAN TEST PROCEDURE	46/58/ENDOR
DIMENSIONS	>DIMENSIONS<OF SIMULATION	200/65/GENRL
DIOPTER	DISTRIB OF INSTRUMENTAL>DIOPTER<SETTINGS IN ARMY POPULATION, RELATION TO PERTINENT VISION VARIABLES	*122/54/RANGE
DIRECTION	TECHNIQUES FOR LOW ALTITUDE NAVIGATION:>DIRECTION<ESTIMATION FROM TACTICAL MAPS	82/67/LOWEN
DISAFFECTION	DETERMINANTS OF LOYALTY AND>DISAFFECTION<IN CHINESE COMMUNIST SOLDIERS DURING KOREAN HOSTILITIES (U)	*150/56/TICK
DISASTER	>DISASTER<AT LITTLE BIG HORN	200/65/GENRL
DISCIPLINE	>DISCIPLINE<	198/64/GENRL
	MILITARY>DISCIPLINE<AND THE SOLDIER	130/68/RIFLE
DISCRIMINATION	SELF-INSTRUCTIONAL PROGRAM, TONAL>DISCRIMINATION<- IDENTIFICATION LESSONS, FOREIGN LANGUAGE LEARNING	* 39/64/CONTA
	DEVELOPMENT AND EVALUATION OF A TACTICAL MANDARIN CHINESE LANGUAGE COURSE/ TONAL>DISCRIMINATION<	40/65/CONTA
	A REVIEW OF THE ANALYSIS OF VISUAL>DISCRIMINATION<IN HELICOPTER CONTROL/ PILOT TRAINING/ SIMULATION	133/66/ROTOR
DISCUSSION	PROBLEMS AND POSSIBILITIES IN THE USE OF>DISCUSSION<FOR ORGANIZATIONAL DECISION MAKING	41/55/DECIS
DISCUSSIONS	FILMS AND GROUP>DISCUSSIONS<AS A MEANS OF TRAINING LEADERS	106/56/OFFTR
DISPLAY	SOME COMMENTS ON THE>DISPLAY<OF CARTOGRAPHIC INFORMATION FOR VERY LOW LEVEL FLIGHT	82/66/LOWEN
DISPLAYS	PICTORIAL NAVIGATION>DISPLAYS<AND LOW-ALTITUDE NAVIGATION	81/64/LOWEN
DISSCUSSION	TRAINING LEADERS WITH SOUND FILMS AND>DISSCUSSION<GROUP TECHNIQUES	106/55/OFFTR
DISSONANCE	THE INFLUENCE OF COGNITIVE>DISSONANCE<ON SEQUENTIAL DECISIONS	41/57/DECIS
DISTANCE	WEBER'S LAW APPLIED TO>DISTANCE<ESTIMATION	173/67/ES-44

DISTANCE	RADAR TARGET DETECTION AS A FUNCTION OF SEARCH AREA AND VIEWING>DISTANCE<	164/65/VIGIL
DISTRIBUTIONS	SPANOCON- SPAN OF CONTROL, 2. EFFECT ON RELIABILITY OF FREE AND FORCED>DISTRIBUTIONS<IN RATING	141/61/SPANO
DRIVER	CURRENT APPROACHES TO>DRIVER<SAFETY TRAINING	170/65/ES-20
	AN EXPERIMENTAL EVALUATION OF A>DRIVER<SIMULATOR FOR SAFETY TRAINING/ DRIVER ATTITUDES/ ACCIDENTS	170/66/ES-20
	AN EXPERIMENTAL EVALUATION OF A>DRIVER<SIMULATOR FOR SAFETY TRAINING	170/66/ES-20
	AN EXPERIMENTAL EVALUATION OF A DRIVER SIMULATOR FOR SAFETY TRAINING/>DRIVER<ATTITUDES/ ACCIDENTS	170/66/ES-20
DRL	EFFECTS OF>DRL<AND CRH SCHEDULES OF REINFORCEMENT IN SHAPING COLLECTIVE RESPONSE RATE OF TEAMS	*181/62/BR-9
DRL-DRH	SHAPING OF THREE-MAN TEAMS ON A MULTIPLE>DRL-DRH<SCHEDULE USING COLLECTIVE REINFORCEMENT	181/64/BR-9
DUTIES	CREW>DUTIES<AND TASKS FOR OPERATION OF THE M551/MAIN BATTLE TANK	89/68/MBT
DUTY	AN ANALYSIS OF INITIAL ACTIVE>DUTY<ASSIGNMENTS OF ARMY ROTC GRADUATES	132/66/ROCOM
ECONOMICS	COMPUTER-ADMINISTERED INSTRUCTION VERSUS TRADITIONALLY ADMINISTERED INSTRUCTION:>ECONOMICS<	172/67/ES-42
EDITOR	TRAINING THE>EDITOR<: SKILLS ARE NOT ENOUGH	204/67/GENRL
	THE ROLE OF THE TECHNICAL>EDITOR<IN HIS PROFESSIONAL DEVELOPMENT	205/68/GENRL
EDUCATION	A STUDY OF CATEGORY IV PERSONNEL IN BASIC TRAINING/ REMEDIAL>EDUCATION</ MARGINAL PERSONNEL	31/66/CENTR
	THE ROLE OF MEDIA IN>EDUCATION<AND TRAINING	192/59/GENRL
	RESEARCH AND DEVELOPMENT IN TRAINING AND>EDUCATION<	192/59/GENRL
	SIMULATION IN TRAINING AND>EDUCATION<	204/67/GENRL
	ORGANIZING THE PRESENTATION OF CONCEPTS IN>EDUCATION<AND TRAINING- THE LATTICE TECHNIQUE	90/62/METHO
	AUTOMATED>EDUCATION<IN THE TRAINING OF LOW ALTITUDE AERIAL OBSERVERS	103/64/OBSER
	AN EVALUATION OF A BASIC>EDUCATION<PROGRAM IN THE ARMY/ APTITUDE/ TRAINING	122/55/READ
	AN EXPERIMENTAL EVALUATION OF A BASIC>EDUCATION<PROGRAM IN THE ARMY	122/56/READ
EDUCATIONAL	SURVEY OF THE>EDUCATIONAL<PROGRAM OF THE ARTILLERY SCHOOL, ANTICRAFT AND GUIDED MISSILES BRANCH	137/52/SCOPE
EFFECTIVE	CONSTRASTS BETWEEN MORE>EFFECTIVE<AND LESS EFFECTIVE PERSONS	56/61/FIGHT
EFFECTIVENESS	BATTERY>EFFECTIVENESS<- ASSESSMENT OF COMPARATIVE PERFORMANCE	13/54/AAA
	CREW DESCRIPTION DIMENSIONS AND RADAR CREW>EFFECTIVENESS<	13/55/AAA
	INVESTIGATION OF ROLE DEFENSIVE FUNCTIONING RELATED TO EMOTION AROUSAL & PERFORMANCE>EFFECTIVENESS<	* 57/61/FIGHT
	FACTORS RELATED TO THE>EFFECTIVENESS<OF SPECIAL FORCES PERSONNEL	65/54/GAMBI
	RELATIONSHIPS AMONG LEADER>EFFECTIVENESS<RATINGS, INTELLIGENCE AND JOB KNOWLEDGE	106/57/OFFTR
	A THREE-HOUR PERFORMANCE TEST TO EVALUATE JOB>EFFECTIVENESS<OF ARMY RADAR MECHANICS	118/55/RADAR
	>EFFECTIVENESS<OF VARIATIONS IN CODE PRACTICE/ MOTIVATION/ MONOTONY	120/58/RADOP
	THE TRAINING>EFFECTIVENESS<OF THE TRACK AND SUSPENSION TRAINER, DEVICE 29-FA-61	151/54/TRACK
	THE TRAINING>EFFECTIVENESS<OF A TANK HULL TRAINER	152/54/TRAIN
	INTERACTION CONTENT AND TEAM>EFFECTIVENESS</ STUDY OF SMALL GROUP PROBLEM SOLVING/ COORDINATION	157/66/UNIFE
EFFECTS	A PRELIMINARY STUDY OF THE>EFFECTS<OF CONTROLLED ISOLATION	178/62/BR-6
EGO	ARMY DATA ON TAYLOR MAS, INTELLIGENCE, AND>EGO<STRENGTH	55/59/FIGHT
EIGHT	EVALUATION OF FOUR AND>EIGHT<WEEKS BASIC TRAINING FOR MEN OF VARIOUS INTELLIGENCE LEVELS	28/56/BASIC
EIGHT-WEEK	EVALUATION OF FOUR-WEEK AND>EIGHT-WEEK<BASIC TRAINING FOR MEN OF VARIOUS INTELLIGENCE LEVELS	28/56/BASIC
ELECTRIC	INFLUENCE OF A PARTNER ON TOLERANCE FOR A SELF-ADMINISTERED>ELECTRIC<SHOCK	51/57/FIGHT
ELECTRODE	RECOGNITION THRESHOLDS & ACCURACY FOR DIFFERING BODY REGIONS AS FUNCTION OF>ELECTRODE<NO. & SPACING	* 37/66/COMTA
ELECTRONIC	DETERMINING TRNG REQUIREMENTS FOR>ELECTRONIC<SYSTEM MAINT.- NEW METHOD OF SKILL, KNOWLEDGE ANALYSIS	* 62/60/FOREC
	IMPLEMENTATION OF FORECAST CONCEPT OF>ELECTRONIC<SYSTEM REPAIR AT ORDNANCE GUIDED MISSILE SCHOOL	* 63/63/FOREC
	TWO JOBS FOR ONE IN ELECTRONIC MAINTENANCE/>ELECTRONIC<SYSTEMS ANALYSTS	64/65/FOREC
	TWO JOBS FOR ONE IN>ELECTRONIC<MAINTENANCE/ ELECTRONIC SYSTEMS ANALYSTS	64/65/FOREC
	COLLECTED PAPERS UNDER WORK UNIT FORECAST: METHOD OF TRAINING FOR>ELECTRONIC<WEAPON SYSTEMS	64/68/FOREC
	SOME PROBLEMS IN THE DESCRIPTION OF JOBS FOR>ELECTRONIC<MAINTENANCE TRAINING	191/59/GENRL
	AN ANNOTATED BIBLIOGRAPHY ON THE TROUBLESHOOTING OF>ELECTRONIC<EQUIPMENT	84/62/MAINT
	TEN NEW CONCEPTS FOR MAINTAINING>ELECTRONIC<SYSTEMS	95/65/MOSAI
	ANALYSIS OF>ELECTRONIC<MAINTENANCE TASKS	101/63/NICOR
ELECTRONICS	RELATION BETWEEN>ELECTRONICS<MAINT. PROFICIENCY AND RETENTION OF THEORY ORIENTED ELECTRONIC INFO	* 14/58/ACHIL
	ORDNANCE IFC>ELECTRONICS<MAINTENANCE - ACTIVITY ANALYSIS, IMPLICATIONS FOR TRAINING .PART I-- M-33	* 49/56/FICON
	ORDNANCE IFC>ELECTRONICS<MAINTENANCE- FIELD ACTIVITY ANALYSIS, TRAINING IMPLICATIONS. PART II- T-38	* 49/57/FICON
	INCREASING>ELECTRONICS<MAINTENANCE PROFICIENCY THROUGH CUE-RESPONSE ANALYSIS	62/59/FOREC
	USING CUES & RESPONSES TO TRANSLATE LOGICAL INTO PRACTICAL TROUBLESHOOTING/>ELECTRONICS<MAINT.	* 63/61/FOREC
	FORECAST SYSTEMS ANALYSIS AND TRAINING METHODS FOR>ELECTRONICS<MAINTENANCE TRAINING	64/64/FOREC
	DESIGN AND EVALUATION OF PRINTED JOB AIDS FOR>ELECTRONICS<REPAIRMEN	194/61/GENRL
	PSYCHOLOGICAL RESEARCH IN>ELECTRONICS<MAINTENANCE TRAINING	200/65/GENRL
	MEN, MACHINES, AND THE SOFTWARE MIDDLE MAN/>ELECTRONICS<MAINTENANCE/ TECHNICAL WRITERS	201/66/GENRL
	FROM RESEARCH TO PRACTICE IN>ELECTRONICS<MAINTENANCE TRAINING	205/68/GENRL
	DEVELOPMENT OF TRNG FOR 1ST ENLISTMENT PERSONNEL IN>ELECTRONICS<MAINTENANCE MOS'S: PARTS II, III, IV	* 72/60/JOBTR
	THE TECHNICIAN AS A DATA PROCESSING SYSTEM WITHIN THE>ELECTRONICS<MAINTENANCE COMPLEX	72/63/JOBTR
	BASIC>ELECTRONICS<FOR MINIMALLY QUALIFIED MEN- EXPERIMENTAL EVALUATION OF A METHOD OF PRESENTATION	* 79/60/LIMIT
	CURRENT PRACTICES IN>ELECTRONICS<TRAINING IN INDUSTRY	83/60/MAINT
	EXPERIMENTAL COMPARISON OF TWO BASIC>ELECTRONICS<COURSES FOR FIRE CONTROL TECHNICIANS	83/60/MAINT
	>ELECTRONICS<MAINTENANCE RESEARCH	83/61/MAINT
	THE DEVELOPMENT AND EVALUATION OF AN IMPROVED>ELECTRONICS<TROUBLESHOOTING MANUAL	84/65/MAINT
	A DESCRIPTION AND ANALYTIC DISCUSSION OF TEN NEW CONCEPTS FOR>ELECTRONICS<MAINTENANCE	95/66/MOSAI
	TROUBLES REPORTED BY>ELECTRONICS<REPAIR PERSONNEL IN NIKE ORDNANCE DETACHMENTS	101/57/NICOR
	ORDNANCE NIKE DETACHMENT>ELECTRONICS<MAINT. PERSONNEL- ANALYSIS OF ACTIVITIES, TRNG IMPLICATIONS	*101/57/NICOR
	IDENTIFICATION OF>ELECTRONICS<MAINTENANCE TRAINING REQUIREMENTS	*101/64/NICOR
	STUDIES OF FIELD ACTIVITIES OF ARMY>ELECTRONICS<MAINTENANCE PERSONNEL	117/55/RADAR
	DIAGNOSIS AND TREATMENT OF AN ARMY>ELECTRONICS<TRAINING COURSE/ JOB ANALYSIS/ CRITERION TEST	118/57/RADAR
	COURSE ACHIEVEMENT OF STUDENTS WITH UNSATISFACTORY ACADEMIC AVERAGES IN BASIC>ELECTRONICS</ APTITUDE	119/58/RADAR
	DEVELOPMENT AND EVALUATION OF AN IMPROVED RADIO REPAIR COURSE/ BASIC>ELECTRONICS<	127/59/REPAI
	A STUDY OF MATHEMATICAL SKILLS REQUIREMENTS FOR BASIC>ELECTRONICS<IN THE US ARMY AIR DEFENSE SCHOOL	185/64/TAS
	THE APPLICATION AND TEST OF THE FORECAST CONCEPT OF>ELECTRONICS<MAINTENANCE ON NAVY LORAN EQUIPMENT	185/65/TAS
	EVALUATION OF AN AUTO-INSTRUCTIONAL PROGRAM ON THE FIRST WEEK OF A BASIC>ELECTRONICS<COURSE	149/64/TEXTR
	METHODS AND DEVICES FOR TEACHING DATA FLOW TO>ELECTRONICS<MAINTENANCE PERSONNEL	151/62/TRACE
ELECTROPULSE	STIMULUS PARAMETERS AND INDIVIDUAL DIFFERENCES IN CUTANEOUS SENSITIVITY TO>ELECTROPULSE<STIMULATION	* 37/66/COMTA
	A DIFFERENTIAL COMPARISON OF TWO TYPES OF>ELECTROPULSE<ALPHABETS BASED ON LOCUS OF STIMULATION	37/67/COMTA
	>ELECTROPULSE<RESPONSIVITY TO CHANGES IN SKIN MOISTURE	37/67/COMTA
ELIGIBLES	ATTITUDE AND INFORMATION PATTERNS OF OCS>ELIGIBLES<	104/53/OCS
EMOTION	INVESTIGATION OF ROLE DEFENSIVE FUNCTIONING RELATED TO>EMOTION<AROUSAL & PERFORMANCE EFFECTIVENESS	* 57/61/FIGHT
EMPLOYMENT	TENTATIVE OPERATING CHARACTERISTIC &>EMPLOYMENT<, GROUND SURVEILLANCE RADAR IN INFANTRY BATTLE GROUP	*147/60/SWING
ENDORSE	COLLECTED PAPERS PREPARED UNDER WORK UNIT>ENDORSE<: EFFECTS OF CONTROLLED ISOLATION ON PERFORMANCE	48/68/ENDOR
ENDURANCE	TIME ESTIMATION ERROR AS A PREDICTOR OF>ENDURANCE<IN SUSTAINED SENSORY DEPRIVATION	178/62/BR-6
ENGINE	SPECIAL LESSON PLANS- GASOLINE>ENGINE<FUEL SYSTEM	79/58/LIMIT
ENGINEERING	THE>ENGINEERING<OF TRAINING	196/62/GENRL
ENLISTED	SOME PROBLEMS IN THE RETENTION OF ARMY>ENLISTED<PERSONNEL	30/58/CAREE
	FACTORS AFFECTING THE LEVEL OF BASIC MILITARY KNOWLEDGE OF ACTIVE ARMY>ENLISTED<PERSONNEL	* 74/55/KNOWH
ENLISTMENT	EFFECTS OF UNCERTAINTY ABOUT ORIGINAL>ENLISTMENT<ON REPORTED CHANGE IN OPINION TOWARD THE ARMY	30/61/CAREE
ENROLLMENT	SOME GUIDES TO INTERPRETATION OF SCHOOL>ENROLLMENT<FIGURES AMONG AMERICANS OVERSEAS IN 1960 CENSUS	140/67/SOJRN
ENVIRONMENT	EXPERIMENTAL ASSESSMENT OF LIMITED SENSORY SOCIAL>ENVIRONMENT<- SUMMARY RESULTS OF HUMRRO PROGRAM	*177/61/BR-6
ENVIRONMENTAL	VIGILANCE PERFORMANCE AS A FUNCTION OF TASK AND>ENVIRONMENTAL<VARIABLES	163/63/VIGIL
	THE INFLUENCE OF TASK AND>ENVIRONMENTAL<VARIABLES ON THE MAINTENANCE OF VIGILANT PERFORMANCE	164/63/VIGIL
EOSINOPENIA	A NOTE ON>EOSINOPENIA<AS AN INDEX OF PSYCHOLOGICAL STRESS	55/60/FIGHT
EOSINOPHIL	HUMAN>EOSINOPHIL<RESPONSE TO ACUTE PHYSICAL EXERTION	56/61/FIGHT
EQUIPMENT	THE USE OF PART-TASK TRAINERS AND OPERATIONAL>EQUIPMENT<AS TRAINING DEVICES	192/59/GENRL
	THE EFFECTIVENESS OF VISUAL DEMONSTRATIONS OF SIGNS OF MALFUNCTION AND WEAR IN>EQUIPMENT<	93/62/MOBIL
	RECORDS OF FIELD RADIO REPAIRMEN, V ->EQUIPMENT<OTHER THAN AM OR FM SETS AND ASSOCIATED COMPONENTS	*127/56/REPAI
	A SUGGESTED GENERAL SOP FOR THE PREPARATION OF>EQUIPMENT<SERVICEABILITY CRITERIA	186/67/TAS
ERROR	>ERROR<IN THE USE OF THE M1 GUNNERS QUADRANT	59/55/FIREP
	>ERROR<RATE & VARIETY OF CONTEXTS: FACTORS IN TEACHING PROBLEM SOLVING VIA PROGRAMED INSTRUCTION	* 91/66/METHO
ESTABLISHING	METHODOLOGY OF>ESTABLISHING<MILITARY RESEARCH REQUIREMENTS	191/58/GENRL
ESTIMATING	PERFORMANCE OF GROUND OBSERVER IN DETECTING, RECOGNIZING, &>ESTIMATING<RANGE, LOW-ALTITUDE AIRCRAFT	*173/66/ES-44
ESTIMATION	TIME>ESTIMATION<ERROR AS A PREDICTOR OF ENDURANCE IN SUSTAINED SENSORY DEPRIVATION	178/62/BR-6
	WEBER'S LAW APPLIED TO DISTANCE>ESTIMATION<	173/67/ES-44
	AIRCRAFT DETECTION, RANGE>ESTIMATION<, AND AUDITORY TRACKING TESTS IN A DESERT ENVIRONMENT	173/67/ES-44

ESTIMATION	THE EFFECT OF TRAINING ON ACCURACY OF ANGLE>ESTIMATION<	81/64/LOWEN
	THE EFFECT OF TRAINING ON ACCURACY OF ANGLE>ESTIMATION</ AERIAL NAVIGATION TRAINING/ MAP READING	81/65/LOWEN
	TECHNIQUES FOR LOW ALTITUDE NAVIGATION: DIRECTION>ESTIMATION<FROM TACTICAL MAPS	82/67/LOWEN
EVALUATE	A THREE-HOUR PERFORMANCE TEST TO>EVALUATE<JOB EFFECTIVENESS OF ARMY RADAR MECHANICS	118/55/RADAR
EVALUATING	RECORDING AND>EVALUATING<THE PERFORMANCE OF INDIVIDUALS AS MEMBERS OF SMALL GROUPS	189/53/GENRL
	APPLICATION OF A METHOD OF>EVALUATING<TRAINING	152/62/TRADE
	APPLICATION OF A METHOD OF>EVALUATING<TRAINING	152/64/TRADE
EVALUATION	AN>EVALUATION<OF A NEW RETICLE DESIGN SYSTEM FOR GUNLAYING AGAINST FLASHES	25/64/ARMRN
	>EVALUATION<OF FOUR AND EIGHT WEEKS BASIC TRAINING FOR MEN OF VARIOUS INTELLIGENCE LEVELS	28/56/BASIC
	THE>EVALUATION<OF SELF-INSTRUCTIONAL FOREIGN LANGUAGE COURSES	39/64/CONTA
	DEVELOPMENT AND>EVALUATION<OF A TACTICAL MANDARIN CHINESE LANGUAGE COURSE/ TONAL DISCRIMINATION	40/65/CONTA
	AN EXPERIMENTAL>EVALUATION<OF A DRIVER SIMULATOR FOR SAFETY TRAINING/ DRIVER ATTITUDES/ ACCIDENTS	170/66/ES-20
	HUMAN FACTORS>EVALUATION<OF THE TANK, COMBAT FULL TRACKED- 105MM GUN, M60	59/61/FIREP
	DESIGN AND>EVALUATION<OF PRINTED JOB AIDS FOR ELECTRONICS REPAIRMEN	194/61/GENRL
	IMPROVING FLIGHT PROFICIENCY>EVALUATION<IN ARMY HELICOPTER PILOT TRAINING	77/62/LIFT
	BASIC ELECTRONICS FOR MINIMALLY QUALIFIED MEN- EXPERIMENTAL>EVALUATION<OF A METHOD OF PRESENTATION	* 79/60/LIMIT
	THE DEVELOPMENT AND>EVALUATION<OF AN IMPROVED ELECTRONICS TROUBLESHOOTING MANUAL	84/65/MAINT
	THE EFFECT ON TRAINING AND>EVALUATION<OF REVIEW FOR PROFICIENCY TESTING	98/64/NCO
	DEVELOPMENT AND>EVALUATION<OF AN EXPERIMENTAL ORDNANCE RADAR REPAIR COURSE	*101/64/NICOR
	DEVELOPMENT AND>EVALUATION<OF A PROGRAM OF INSTRUCTION IN BASIC LAND NAVIGATION	110/61/PATRO
	DEVELOPMENT AND>EVALUATION<OF A PROGRAM OF INSTRUCTION FOR FIRE CONTROL TECHNICIANS/ MAINTENANCE	*118/58/RADAR
	DEVELOPMENT AND>EVALUATION<OF AN IMPROVED FIELD RADIO REPAIR COURSE/ FUNCTIONAL CONTEXT	127/59/REPAI
	DEVELOPMENT AND>EVALUATION<OF AN IMPROVED RADIO REPAIR COURSE/ BASIC ELECTRONICS	127/59/REPAI
	FLIGHT>EVALUATION<PROCEDURES AND QUALITY CONTROL OF TRAINING	186/68/TAS
EVALUATIONS	THE RELATIONSHIP BETWEEN LEADERS COURSE>EVALUATIONS<AND OCS EVALUATIONS	104/54/OCS
	THE RELATIONSHIP BETWEEN LEADERS COURSE EVALUATIONS AND OCS>EVALUATIONS<	104/54/OCS
	INFANTRY OCS>EVALUATIONS<AND COMBAT PERFORMANCE	104/54/OCS
	SOURCES OF VARIABILITY IN MISSILE UNIT>EVALUATIONS</ OPERATIONAL READINESS TESTS/ UNIT PROFICIENCY	165/66/VIGIL
EXECUTIVE	OFFICER TRAINING RESEARCH AND ITS IMPLICATIONS FOR>EXECUTIVE<TRAINING	135/61/SAMOF
EXERCISES	SIMULATION>EXERCISES<IN AREA TRAINING/ CROSS-CULTURAL COMMUNICATION	18/65/AREA
	DESERT ROCK V- REACTIONS, TROOP PARTICIPANTS, FORWARD VOLUNTEER OFFICER GROUPS TO ATOMIC>EXERCISES<	* 43/53/DR-V
EXERTION	HUMAN EOSINOPHIL RESPONSE TO ACUTE PHYSICAL>EXERTION<	56/61/FIGHT
EXPECTANCY	THE ROLE OF>EXPECTANCY<IN SS RESPONSES TO SUSTAINED SENSORY DEPRIVATION	178/62/BR-6
	THE ROLE OF>EXPECTANCY<IN AUDITORY VIGILANCE	193/60/GENRL
EXPERIENCE	PERFORMANCE TEST FOR COMPARING NIKE AJAX IFC MAINTENANCE MEN WITH AND WITHOUT>EXPERIENCE<	* 14/59/ACHIL
	AAFCS M-33 MECHANIC PROFICIENCY TEST: I- COMPARISON OF MECHANICS WITH, WITHOUT FIELD>EXPERIENCE<	*118/57/RADAR
	RADAR TARGET DETECTION AS INFLUENCED BY>EXPERIENCE<AND TRAINING	164/64/VIGIL
EXPERIENCES	>EXPERIENCES<AT DESERT ROCK VIII	43/56/DR-V
EXPERIMENTAL	THE APPROACH AND RESULTS IN THE FORECAST I>EXPERIMENTAL<STUDY	62/58/FOREC
	COED - A DEVICE FOR THE>EXPERIMENTAL<STUDY OF MAN-MACHINE SYSTEMS	193/61/GENRL
	>EXPERIMENTAL<DESIGN FOR FIELD STUDIES IN LEADERSHIP	106/57/OFFTR
	AN>EXPERIMENTAL<APPROACH TO TACTICAL INTERROGATION	116/63/QUIZ
EXPERIMENTALLY	A FOLLOW-UP STUDY OF>EXPERIMENTALLY<AND CONVENTIONALLY TRAINED FIELD RADIO REPAIRMEN	128/60/REPAI
	A FOLLOW-UP STUDY OF>EXPERIMENTALLY<AND CONVENTIONALLY TRAINED FIELD RADIO REPAIRMEN/ PROFICIENCY	*128/60/REPAI
EXPERIMENTER	THE ROLE OF>EXPERIMENTER<ATTITUDE AND CONTINGENT REINFORCEMENT IN A VIGILANCE TASK	197/64/GENRL
EXPERIMENTS	TRAINING RESEARCH ON LOW ALTITUDE VISUAL AERIAL OBSERVATION- DESCRIPTION OF FIVE FIELD>EXPERIMENTS<	*102/62/OBSER
EXPLORATORY	>EXPLORATORY<INVESTIGATIONS CONDUCTED FOR PLANNING A RESEARCH PROGRAM ON INSTRUCTIONAL METHODS	*148/61/TEXTR
EXPLOSION	DESERT ROCK I- A PSYCHOLOGICAL STUDY OF TROOP REACTIONS TO AN ATOMIC>EXPLOSION<- DATA ON ATTRITION	* 42/53/DR-I
	DESERT ROCK I- A PSYCHOLOGICAL STUDY OF TROOP REACTIONS TO AN ATOMIC>EXPLOSION<	42/53/DR-I
EXTENDED	SUMMARY OF LITERATURE REVIEW OF>EXTENDED<OPERATIONS	170/64/ES-24
EYE	REQUIREMENTS FOR RESEARCH ON USES OF THE UNAIDED>EYE<IN THE COLLECTION OF BATTLEFIELD INFORMATION	102/61/OBSER
FACTOR	INVARIANCE OF MOTIVATIONAL MEASURES DERIVED BY>FACTOR<ANALYSIS	50/56/FIGHT
FACTORS	>FACTORS<INFLUENCING THE VISUAL DETECTION AND RECOGNITION OF LOW-ALTITUDE AIRCRAFT	173/66/ES-44
	SOME>FACTORS<THAT HAVE CONTRIBUTED TO SUCCESSFUL, UNSUCCESSFUL AMERICAN INFANTRY SMALL-UNIT ACTIONS	*111/59/PLATT
FACTUAL	TRAINING RESPONSE MODE, TEST FORM, AND MEASURE ON ACQUISITION OF SEMI-ORDERED>FACTUAL<MATERIALS	* 29/61/BASIC
FAMILY	RELATION OF LIFE HISTORY,>FAMILY<BACKGROUND, INTELLIGENCE DATA TO PERFORMANCE IN STRESS SITUATIONS	* 51/56/FIGHT
FATALISM	PEASANT>FATALISM<AND SOCIOECONOMIC INNOVATION/ CROSS-CULTURAL CHANGE	34/65/CIVIC
FATIGUE	DRAFT POLICY STATEMENT ON EFFECTS OF>FATIGUE<AND CONFINEMENT	196/63/GENRL
FEAR	THE EFFECT OF VARIOUS INTERVIEW TECHNIQUES IN EVOKING>FEAR<RESPONSES	190/55/GENRL
	SELF-RATINGS OF>FEAR<AS A RESEARCH INSTRUMENT IN FEAR-INVOKING SITUATIONS	73/54/JUMPB
FEAR-INVOKING	SELF-RATINGS OF FEAR AS A RESEARCH INSTRUMENT IN>FEAR-INVOKING<SITUATIONS	73/54/JUMPB
FEASIBILITY	>FEASIBILITY<OF DEVELOPING TASK CLASSIFICATION STRUCTURE FOR ORDERING TRAINING PRINCIPLES & CONTENT	*180/63/BR-8
FEEDBACK	PROGRAMMED INSTRUCTION UNDER A DEMAND>FEEDBACK<SCHEDULE	198/64/GENRL
FIDELITY	FUNCTIONAL AND APPEARANCE>FIDELITY<OF TRAINING DEVICES FOR FIXED-PROCEDURES TASKS	131/65/RINGE
FIELD	ORDNANCE IFC ELECTRONICS MAINTENANCE->FIELD<ACTIVITY ANALYSIS, TRAINING IMPLICATIONS. PART II- T-38	* 49/57/FICON
	DIMENSIONS OF STRESS PERFORMANCE IN>FIELD<AND LABORATORY SITUATIONS	51/56/FIGHT
	>FIELD<STRESS- A PRELIMINARY STUDY OF ITS STRUCTURE, MEASUREMENT, AND RELATIONSHIP TO COMBAT	52/57/FIGHT
	INFERRED CORRELATION BETWEEN COMBAT PERFORMANCE AND SOME>FIELD<LABORATORY STRESSES	53/58/FIGHT
	VALIDITY OF 2 TYPES STRESS-SENSITIVE MEASURES IN MILITARY>FIELD<STUDIES: EXPERIMENT AND DISCUSSION	* 54/59/FIGHT
	THE CONDUCT OF>FIELD<STUDIES	191/58/GENRL
	THE UTILITY OF DATA FROM>FIELD<PERFORMANCE MEASUREMENT	202/66/GENRL
	THE USE OF THE Q-SORT FOR COLLECTING ATTITUDE DATA FROM COMPANY COMMANDERS UNDER>FIELD<CONDITIONS	71/56/INTER
	IDENTIFICATION OF IMPORTANT SKILLS IN>FIELD<NAVIGATION	88/56/MAPUS
	A>FIELD<TEST OF VISUAL DETECTION AND IDENTIFICATION FOR REAL AND DUMMY TARGETS	102/59/OBSER
	A>FIELD<STUDY COMPARISON OF VISUAL SEARCH METHODS IN AERIAL OBSERVATION	102/59/OBSER
	RESEARCH ON HUMAN AERIAL OBSERVATION. PART II: DESCRIPTION OF TACTICAL>FIELD<TEST	102/60/OBSER
	RESEARCH ON HUMAN AERIAL OBSERVATION. PART III: SUMMARY DATA FROM TACTICAL>FIELD<TESTS	102/60/OBSER
	TRAINING RESEARCH ON LOW ALTITUDE VISUAL AERIAL OBSERVATION- DESCRIPTION OF FIVE>FIELD<EXPERIMENTS	*102/62/OBSER
	EXPERIMENTAL DESIGN FOR>FIELD<STUDIES IN LEADERSHIP	106/57/OFFTR
	THE AAFCS M-33 MECHANIC- ANALYSIS OF>FIELD<ACTIVITIES AND PROBLEMS WITH IMPLICATIONS FOR TRAINING	117/54/RADAR
	AAFCS M-33 OPERATOR- ANALYSIS OF>FIELD<ACTIVITIES AND PROBLEMS WITH IMPLICATIONS FOR TRAINING	*117/55/RADAR
	STUDIES OF>FIELD<ACTIVITIES OF ARMY ELECTRONICS MAINTENANCE PERSONNEL	117/55/RADAR
	AAFCS M-33 MECHANIC PROFICIENCY TEST: I- COMPARISON OF MECHANICS WITH, WITHOUT>FIELD<EXPERIENCE	*118/57/RADAR
	RECORDS OF>FIELD<RADIO REPAIRMEN, V - EQUIPMENT OTHER THAN AM OR FM SETS AND ASSOCIATED COMPONENTS	*127/56/REPAI
	RECORDS OF>FIELD<RADIO RPRMEN, I - TRANSMITTER-RECEIVER RT-66, 67, 68, COMPONENTS OF STAND. FM SETS	*126/56/REPAI
	RECORDS>FIELD<RADIO RPRMEN, III- FM TRANSMITTERS, RECEIVERS & MANPACKED SETS EXCEPT STANDARD FM SET	*126/56/REPAI
	REPAIR RECORDS OF>FIELD<RADIO REPAIRMEN, IV - AM TRANSMITTERS & RECEIVERS AND ASSOCIATED COMPONENTS	*126/56/REPAI
	REPAIR RECORDS>FIELD<RADIO RPRMEN, II - STANDARD FM SETS EXCEPT RT-66, 67, 68 TRANSMITTER-RECEIVER	*126/56/REPAI
	ACTIVITIES OF>FIELD<RADIO REPAIR PERSONNEL WITH IMPLICATIONS FOR TRAINING	127/58/REPAI
	DEVELOPMENT AND EVALUATION OF AN IMPROVED>FIELD<RADIO REPAIR COURSE/ FUNCTIONAL CONTEXT	127/59/REPAI
	A FOLLOW-UP STUDY OF EXPERIMENTALLY AND CONVENTIONALLY TRAINED>FIELD<RADIO REPAIRMEN	128/60/REPAI
	A FOLLOW-UP STUDY OF EXPERIMENTALLY AND CONVENTIONALLY TRAINED>FIELD<RADIO REPAIRMEN/ PROFICIENCY	*128/60/REPAI
FIELDS	THE HEAVENS AND THE>FIELDS</ DESCRIPTION OF HUMRRO RESEARCH	194/61/GENRL
FIGHTER	PROFILE OF A>FIGHTER<	50/54/FIGHT
	>FIGHTER<I- AN ANALYSIS OF COMBAT FIGHTERS AND NON-FIGHTERS	52/57/FIGHT
	THE TRUMPET SOUNDS--CAN OUR TROOPS BE BATTLEPROOFED?/ STRESS/ COMBAT TRAINING/ SELECTION OF>FIGHTER<	58/65/FIGHT
FIGHTERS	FIGHTER I- AN ANALYSIS OF COMBAT>FIGHTERS<AND NON-FIGHTERS	52/57/FIGHT
FIGURE	EFFECT OF INTELLIGENCE, RACE ON CORRELATION OF BARRON-WELSH>FIGURE<PREFERENCES & COMBAT PERFORMANCE	* 52/57/FIGHT
FIGURES	A COMPARISON OF CONSTRAINED AND RANDOM METRIC>FIGURES<IN PAIRED-ASSOCIATES LEARNING	180/67/BR-8
	REVERSIBILITY OF THE AFTER-IMAGES OF AMBIGUOUS>FIGURES<	196/62/GENRL
FILMS	TRAINING LEADERS WITH SOUND>FILMS<AND DISSCUSSION GROUP TECHNIQUES	106/55/OFFTR
	>FILMS<AND GROUP DISCUSSIONS AS A MEANS OF TRAINING LEADERS	106/56/OFFTR
FILTER	A>FILTER<METHOD OF ADJUSTING PPI'S	163/63/VIGIL
FINDER	A SIMPLIFIED METHOD FOR RATING THE PERFORMANCE OF STEREOSCOPIC RANGE>FINDER<OPERATORS	122/56/RANGE
	A STUDY OF TRAINING OF STEREOSCOPIC RANGE>FINDER<OPERATORS FOR ARMOR (U)	122/57/RANGE
FIRE	AN EVALUATION OF FLASH LOCALIZATION PERFORMANCE WITH THE>FIRE<CONTROL SYSTEM OF THE M48 TANK	24/62/ARMRN
	USARADCOM INTEGRATED>FIRE<CONTROL TRAINING GUIDE/ IFC	80/57/LOCKO

FIRE	THE DEVELOPMENT AND EVALUATION OF ON-SITE TRAINING FOR NIKE INTEGRATED>FIRE<CONTROL OPERATORS	80/58/LOCKO
	EXP[illegible]MENTAL COMPARISON OF TWO BASIC ELECTRONICS COURSES FOR>FIRE<CONTROL TECHNICIANS	83/60/MAINT
	DEVELOPMENT AND EVALUATION OF A PROGRAM OF INSTRUCTION FOR>FIRE<CONTROL TECHNICIANS/ MAINTENANCE	*118/58/RADAR
	TEST OF ACCURACY AND SPEED OF>FIRE<WITH IMPROVED LOOP SLING, COMBAT RIFLE SLING, AND WITHOUT SLING	*153/54/TRANF
	TEST OF ACCURACY OF>FIRE<WITH THE LOOP SLING, COMBAT RIFLE SLING, HASTY SLING, AND WITHOUT A SLING	*153/55/TRANF
	TRAINFIRE II- A NEW COURSE IN BASIC TECHNIQUE OF>FIRE<AND SQUAD TACTICS	153/57/TRANF
FIRING	AN ANALYSIS OF THE M48 TROOP TEST>FIRING<DATA (U)	65/55/GUNNE
	A STUDY OF THE EFFECTS OF MANIFEST ANXIETY AND SITUATIONAL STRESS ON M-1 RIFLE>FIRING<	112/54/PRESS
FIRST	A FOLLOW-UP STUDY OF THE PERFORMANCE OF ARMY RECRUITS IN THEIR>FIRST<TOUR	155/67/TRANS
FIXED WING	SURVEY OF OPERATIONAL FLYING ACTIVITIES OF>FIXED WING<AVIATORS	76/62/LIFT
FIXED	STUDIES OF>FIXED<PROCEDURES TRAINING- A PRELIMINARY TEST OF A SELF-INSTRUCTIONAL METHOD	149/63/TEXTR
FIXED-PROCEDURES	FUNCTIONAL AND APPEARANCE FIDELITY OF TRAINING DEVICES FOR>FIXED-PROCEDURES<TASKS	131/65/RINGE
FLASH	AN EVALUATION OF>FLASH<LOCALIZATION PERFORMANCE WITH THE FIRE CONTROL SYSTEM OF THE M48 TANK	24/62/ARMRN
	>FLASH<LOCALIZATION AND RETICLE DESIGN	24/62/ARMRN
	THE EFFECT OF>FLASH<DURATION ON THE LOCALIZATION OF PERIPHERAL LIGHT FLASHES	24/63/ARMRN
FLASHES	LOCALIZATION OF PERIPHERAL LIGHT>FLASHES<	23/61/ARMRN
	THE EFFECT OF FLASH DURATION ON THE LOCALIZATION OF PERIPHERAL LIGHT>FLASHES<	24/63/ARMRN
	THE EFFECTS OF TWO TYPES OF COORDINATE SYSTEMS ON LOCALIZATION OF PERIPHERAL LIGHT>FLASHES<	24/63/ARMRN
	AN EVALUATION OF A NEW RETICLE DESIGN SYSTEM FOR GUNLAYING AGAINST>FLASHES<	25/64/ARMRN
FLEXIBILITY	AN INVESTIGATION OF>FLEXIBILITY<IN TACTICAL DECISION MAKING	41/57/DECIS
FLIGHT	REDUCTION OF HELICOPTER PILOT ATTRITION THROUGH SYNTHETIC CONTACT>FLIGHT<TRAINING/ TRAINING DEVICE	44/65/ECHO
	CHANGES IN FLIGHT TRAINEE PERFORMANCE FOLLOWING SYNTHETIC HELICOPTER>FLIGHT<TRAINING	44/66/ECHO
	HELICOPTER TRAINEE PERFORMANCE FOLLOWING SYNTHETIC>FLIGHT<TRAINING	44/66/ECHO
	CHANGES IN>FLIGHT<TRAINEE PERFORMANCE FOLLOWING SYNTHETIC HELICOPTER FLIGHT TRAINING	44/66/ECHO
	INFLIGHT PERFORMANCE AFTER ZERO, TEN, OR TWENTY HOURS OF SYNTHETIC INSTRUMENT>FLIGHT<TRAINING	45/68/ECHO
	HUMAN FACTOR PROBLEMS ASSOCIATED WITH>FLIGHT<AT LOW ALTITUDE AND HIGH SPEED	193/60/GENRL
	AVIATOR PERFORMANCE IN THE LIGHT WEAPONS HELICOPTER DURING NAP-OF-THE-EARTH>FLIGHT<	66/64/HELFI
	A SUMMARY OF PRIOR RESEARCH ON INTEGRATED CONTACT/INSTRUMENT>FLIGHT<TRAINING	70/58/INTAC
	INTACT- INTEGRATED INSTRUMENT CONTACT PRIMARY>FLIGHT<TRAINING	70/60/INTAC
	LET'S TAKE A LOOK AT THE SEQUENCE OF>FLIGHT<INSTRUCTION	70/61/INTAC
	THE EFFECTS ON>FLIGHT<PROFICIENCY MEASUREMENT RELIABILITY OF DIFFERENCES ON CHECKPILOT STANDARDS	76/59/LIFT
	IMPROVING>FLIGHT<PROFICIENCY EVALUATION IN ARMY HELICOPTER PILOT TRAINING	77/62/LIFT
	PPDR HANDBOOK: USE OF PILOT PERFORMANCE DESCRIPTION RECORD IN>FLIGHT<TRAINING QUALITY CONTROL	77/63/LIFT
	A SYSTEM OF>FLIGHT<TRAINING QUALITY CONTROL AND ITS APPLICATION TO HELICOPTER TRAINING	77/63/LIFT
	>FLIGHT<TRAINING QUALITY CONTROL	77/64/LIFT
	SOME COMMENTS ON THE DISPLAY OF CARTOGRAPHIC INFORMATION FOR VERY LOW LEVEL>FLIGHT<	82/66/LOWEN
	>FLIGHT<EVALUATION PROCEDURES AND QUALITY CONTROL OF TRAINING	186/68/TAS
FLINCHING	THE EFFECT OF>FLINCHING<ON M1 RIFLE MARKSMANSHIP	61/55/FLINC
FLYING	HELICOPTER FORMATION>FLYING<	196/63/GENRL
	SURVEY OF OPERATIONAL>FLYING<ACTIVITIES OF ROTARY WING AVIATORS	76/62/LIFT
	SURVEY OF OPERATIONAL>FLYING<ACTIVITIES OF FIXED WING AVIATORS	76/62/LIFT
FM	REPAIR RECORDS FIELD RADIO RPRMEN, II - STANDARD>FM<SETS EXCEPT RT-66, 67, 68 TRANSMITTER-RECEIVER	*126/56/REPAI
	RECORDS FIELD RADIO RPRMEN, III->FM<TRANSMITTERS, RECEIVERS & MANPACKED SETS EXCEPT STANDARD FM SET	*126/56/REPAI
	RECORDS OF FIELD RADIO RPRMEN, I - TRANSMITTER-RECEIVER RT-66, 67, 68, COMPONENTS OF STAND.>FM<SETS	*126/56/REPAI
FOCUS	>FOCUS<ON MAN	192/59/GENRL
FOLLOW-UP	A>FOLLOW-UP<STUDY OF EXPERIMENTALLY AND CONVENTIONALLY TRAINED FIELD RADIO REPAIRMEN	128/60/REPAI
	A>FOLLOW-UP<STUDY OF EXPERIMENTALLY AND CONVENTIONALLY TRAINED FIELD RADIO REPAIRMEN/ PROFICIENCY	*128/60/REPAI
	A>FOLLOW-UP<STUDY OF THE PERFORMANCE OF ARMY RECRUITS IN THEIR FIRST TOUR	155/67/TRANS
FOLLOWER	THE USE OF>FOLLOWER<STOOGES FOR FIELD EVALUATION OF LEADERSHIP ABILITY	96/59/NCO
FOOD	>FOOD<HABITS AND THE INTRODUCTION OF NEW FOODS/ INNOVATION	34/66/CIVIC
FORCE	CRITERIA FOR CAREER>FORCE<STRUCTURE	196/63/GENRL
FORECAST	THE APPROACH AND RESULTS IN THE>FORECAST<I EXPERIMENTAL STUDY	62/58/FOREC
	IMPLEMENTATION OF>FORECAST<CONCEPT OF ELECTRONIC SYSTEM REPAIR AT ORDNANCE GUIDED MISSILE SCHOOL	* 63/63/FOREC
	COLLECTED PAPERS UNDER WORK UNIT>FORECAST<: METHOD OF TRAINING FOR ELECTRONIC WEAPON SYSTEMS	64/68/FOREC
FOREIGN	THE DEVELOPMENT AND TEST OF A SPECIAL PURPOSE>FOREIGN<LANGUAGE TRAINING CONCEPT	40/67/CONTA
	THE ACHIEVEMENT OF>FOREIGN<STUDENTS IN U.S. ARMY TECHNICAL SCHOOLS	41/65/CULTE
	PSYCHOLOGICAL APPROACH TO DESIGN OF SHORT SELF-INSTRUCTIONAL FUNCTIONAL COURSE IN>FOREIGN<LANGUAGE	* 85/64/MALT
	SOME PSYCHOLOGICAL ASPECTS IN>FOREIGN<LANGUAGE TRAINING	85/65/MALT
	SOME ATTITUDINAL FACTORS IN>FOREIGN<LANGUAGE LEARNING	124/67/REFIL
	MODERN APPROACHES TO>FOREIGN<LANGUAGE TRAINING: A SURVEY OF CURRENT PRACTICES	124/67/REFIL
	>FOREIGN<LANGUAGE PROGRAMMED MATERIALS: 1966	124/67/REFIL
	RESEARCH ON METHODS OF INTERVIEWING>FOREIGN<INFORMANTS/ INTERROGATION/ POW	131/56/RIM
FORMATION	KNOWLEDGE OF RESULTS IN SCHEMATIC CONCEPT>FORMATION</ KOR	184/68/BR-16
	HELICOPTER>FORMATION<FLYING	196/63/GENRL
FORMULATION	THE>FORMULATION<OF TRAINING PROBLEMS	172/66/ES-43
FOUR	EVALUATION OF>FOUR<AND EIGHT WEEKS BASIC TRAINING FOR MEN OF VARIOUS INTELLIGENCE LEVELS	28/56/BASIC
FOUR-WEEK	EVALUATION OF>FOUR-WEEK<AND EIGHT-WEEK BASIC TRAINING FOR MEN OF VARIOUS INTELLIGENCE LEVELS	28/56/BASIC
FOXHOLE	DIG THAT ATOMIC>FOXHOLE<	190/56/GENRL
FRAMES	THE INFLUENCE OF PRACTICE>FRAMES<AND VERBAL ABILITY ON PROGRAMED INSTRUCTION PERFORMANCE	183/66/BR-11
FUEL	SPECIAL LESSON PLANS- GASOLINE ENGINE>FUEL<SYSTEM	79/58/LIMIT
	THE EFFECT OF>FUEL<CONSERVATION TRAINING ON M-48 TANK GASOLINE CONSUMPTION	93/55/MOBIL
	EFFECT OF PROTECTIVE MASKING ON SMOKE GENERATOR &>FUEL<SUPPLY TEAM PERFORMANCE: ARMY CHEMICAL CORPS	*114/59/PROTE
FUNCTION	A VIEW OF MAN'S ROLE AND>FUNCTION<IN A COMPLEX SYSTEM	175/68/ES-61
FUNCTIONAL	THE IMPLEMENTATION OF>FUNCTIONAL<CONTEXT TRAINING IN A RADIO REPAIRMAN COURSE	127/59/REPAI
	DEVELOPMENT AND EVALUATION OF AN IMPROVED FIELD RADIO REPAIR COURSE/>FUNCTIONAL<CONTEXT	127/59/REPAI
	THE>FUNCTIONAL<CONTEXT METHOD OF INSTRUCTION	128/60/REPAI
	>FUNCTIONAL<AND APPEARANCE FIDELITY OF TRAINING DEVICES FOR FIXED-PROCEDURES TASKS	131/65/RINGE
FUTURE	SOME CONSIDERATIONS ON HUMAN FACTORS IN>FUTURE<COMBAT	191/59/GENRL
	SOME PROBLEMS IN PREDICTING TRAINING REQUIREMENTS FOR>FUTURE<WEAPON SYSTEMS	160/60/UPSTR
	ANTICIPATING TRAINING REQUIREMENTS FOR>FUTURE<WEAPON SYSTEMS	160/60/UPSTR
	THE PREDICTION OF TRAINING REQUIREMENTS FOR>FUTURE<WEAPON SYSTEMS	160/61/UPSTR
	THE PREDICTION OF TRAINING REQUIREMENTS FOR>FUTURE<WEAPON SYSTEMS	160/62/UPSTR
GAME	THE EFFECTS OF SUPERVISORY THREAT ON DECISION MAKING AND RISK-TAKING IN A SIMULATED COMBAT>GAME<	169/66/ES-12
	THE ARMOR COMBAT DECISIONS>GAME<	159/62/UNIT
GASOLINE	THE EFFECT OF FUEL CONSERVATION TRAINING ON M-48 TANK>GASOLINE<CONSUMPTION	93/55/MOBIL
	>GASOLINE<ECONOMY FOR ARMOR	93/59/MOBIL
GENERALIZATION	GRADIENTS OF>GENERALIZATION<IN SECONDARY REINFORCEMENT	191/59/GENRL
	AN EXPERIMENTAL HYPOTHESIS OF INTRA-LIST>GENERALIZATION<	90/63/METHO
GENERALS	SATELLITE>GENERALS<: SOME VULNERABILITIES TO PSYCHOLOGICAL WARFARE (U)	90/55/MELIT
GOAL-DIRECTED	>GOAL-DIRECTED<LEADERSHIP: SUPERORDINATE TO HUMAN RELATIONS?	203/67/GENRL
GOALS	THE DEVELOPMENT OF A LIST OF MINIMAL TRAINING>GOALS<FOR BASIC COMBAT TRAINING	29/60/BASIC
GRADIENTS	>GRADIENTS<OF GENERALIZATION IN SECONDARY REINFORCEMENT	191/59/GENRL
GRAMMATICAL	EFFECTS OF>GRAMMATICAL<FACTORS & AMOUNT OF MATERIAL ON MEMORIZING PARAGRAPHS, SENTENCES, WORD LISTS	*179/67/BR-7
GROUND	OPERATOR PROFICIENCY IN INTERPRETING>GROUND<SURVEILLANCE RADAR SIGNALS	25/64/ARMRN
	TENTATIVE OPERATING CHARACTERISTIC & EMPLOYMENT,>GROUND<SURVEILLANCE RADAR IN INFANTRY BATTLE GROUP	*147/60/SWING
GROUP	SOCIOMETRIC CHOICES AND>GROUP<PRODUCTIVITY AMONG RADAR CREWS	13/55/AAA
	LEADERSHIP AND>GROUP<ACHIEVEMENT	13/56/AAA
	THE EFFECT OF SENSORY DEPRIVATION AND SOCIAL ISOLATION ON CONFORMITY TO A>GROUP<NORM	178/63/BR-6
	CONFORMITY TO A>GROUP<NORM AS A FUNCTION OF SENSORY DEPRIVATION AND SOCIAL ISOLATION	178/63/BR-6
	>GROUP<CONSENSUS AND JUDGMENTAL ACCURACY- EXTENSION OF THE ASCH EFFECT	179/66/BR-6
	>GROUP<PARTICIPATION, INFORMAL SOURCE STATUS AS DETERMINANTS OF INFO SPREAD IN ORGANIZATIONAL GROUPS	* 43/55/DR-V
	PARTIAL POINT-OUT OF TARGETS AS COLLECTIVE REINFORCEMENT IN>GROUP<TARGET DETECTION TRAINING	* 60/62/FIREP
	>GROUP<TRAINING WITH ACTIVE PARTICIPATION- SOME METHODOLOGICAL LIMITATIONS	60/63/FIREP
	ANALYZING THE>GROUP<STRUCTURES OF RIFLE SQUADS IN COMBAT	71/53/INTER
	TRAINING LEADERS WITH SOUND FILMS AND DISSCUSSION>GROUP<TECHNIQUES	106/55/OFFTR
	FILMS AND>GROUP<DISCUSSIONS AS A MEANS OF TRAINING LEADERS	106/56/OFFTR
	THE EFFECTS OF>GROUP<COMPETITION UPON STUDENT PERFORMANCE	143/68/SPUR

GROUP	INTERACTION CONTENT AND TEAM EFFECTIVENESS/ STUDY OF SMALL>GROUP<PROBLEM SOLVING/ COORDINATION	157/66/UNIFE
	THE VIEW FROM THE UNDERSIDE- TASK DEMANDS AND>GROUP<STRUCTURES	157/66/UNIFE
GROUPING	VERBAL PAIRED-ASSOCIATE LEARNING AS A FUNCTION OF>GROUPING<SIMILAR STIMULI OR RESPONSES	90/63/METHO
	SUPPLEM. RPT- VERBAL PAIRED-ASSOCIATE LEARNING AS FUNCTION OF>GROUPING<SIMILAR STIMULI OR RESPONSES	• 91/64/METHO
GROUPS	COLLECTIVE REINFORCEMENT OF>GROUPS<	59/62/FIREP
	A STUDY OF>GROUPS<: A REVIEW OF THE LITERATURE	189/53/GENRL
	RECORDING AND EVALUATING THE PERFORMANCE OF INDIVIDUALS AS MEMBERS OF SMALL>GROUPS<	189/53/GENRL
	MULTIPLE CRITERIA IN PRODUCTIVITY STUDIES OF MILITARY>GROUPS<	190/55/GENRL
	STRUCTURES, TRAINING PROCEDURES, AND OPERATIONS OF SMALL WORK>GROUPS<	157/65/UNIFE
GUERILLA	A BIBLIOGRAPHY ON THE ROLE OF AIR POWER IN>GUERILLA<AND COUNTERGUERILLA OPERATIONS	141/62/SPECI
	>GUERILLA<WARFARE READINGS	141/62/SPECI
GUIDANCE	SHILLELAGH>GUIDANCE<REQUIREMENTS AND GUNNER TRACKING PROFICIENCY (U)	186/67/TAS
GUIDE	A PROCEDURAL>GUIDE<FOR TECHNICAL IMPLEMENTATION OF THE FORECAST METHODS OF TASK AND SKILL ANALYSIS	62/61/FOREC
	USARADCOM INTEGRATED FIRE CONTROL TRAINING>GUIDE</ IFC	80/57/LOCKO
	INSTRUCTOR'S>GUIDE<, PATROL I, LAND NAVIGATION- BASIC INSTRUCTION	110/59/PATRO
	INSTRUCTOR'S>GUIDE<- ADVANCED LAND NAVIGATION: A PROTOTYPE COURSE	129/63/RIFLE
	THE TANK COMMANDER'S>GUIDE</(3D EDITION)	139/63/SHOCK
	INSTRUCTORS>GUIDE<TO PERFORMANCE COUNSELING	187/68/TAS
	A PROCEDURAL>GUIDE<TO THE PROGRAMMING OF INSTRUCTION- PRELIMINARY REPORT	149/62/TEXTR
	VIGILANCE- A>GUIDE<TO IMPROVED PERFORMANCE	166/63/VIGIL
GUIDED	HUMRRO PRESENTATIONS TO THIRD MEETING OF NIKE ZEUS TRAINING PANEL, ORDNANCE>GUIDED<MISSILE SCHOOL	192/59/GENRL
	DEPENDENCY ON SUPERVISORS, PROFICIENCY AND MORALE IN>GUIDED<MISSILE BATTERIES	80/60/LOCKO
	ON-SITE TRAINING OF>GUIDED<MISSILE OPERATORS- EVALUATION MATERIALS	80/60/LOCKO
	ON-SITE TRAINING OF>GUIDED<MISSILE OPERATORS	80/60/LOCKO
	PROGRESS REPORT ON TASK NICORD/ ORDNANCE>GUIDED<MISSILE MAINTENANCE/ TRAINING	101/62/NICOR
	SURVEY OF THE EDUCATIONAL PROGRAM OF THE ARTILLERY SCHOOL, ANTICRAFT AND>GUIDED<MISSILES BRANCH	137/52/SCOPE
GUIDELINES	>GUIDELINES<FOR MANPOWER TRAINING AS DEVELOPED BY HUMRRO	•205/68/GENRL
GUN	THE EFFECTIVENESS OF 90MM TANK>GUN<FIRE AGAINST THE 18-INCH SEARCHLIGHT (U)	23/59/ARMRN
	CONSISTENCY IN LAYING THE MAIN TANK>GUN<IN A LIVE-FIRE SITUATION (U)	59/57/FIREP
GUNLAYING	AN EVALUATION OF A NEW RETICLE DESIGN SYSTEM FOR>GUNLAYING<AGAINST FLASHES	25/64/ARMRN
GUNNER	TRNG FOR SIMULATORS OF REMOTE CONTROL HUMAN-GUIDED MISSILE SYSTEMS--3 ATGM>GUNNER<TRNG PROGRAMS (U)	• 60/62/FIREP
	SHILLELAGH GUIDANCE REQUIREMENTS AND>GUNNER<TRACKING PROFICIENCY (U)	186/67/TAS
GUNNERS	ERROR IN THE USE OF THE M1>GUNNERS<QUADRANT	59/55/FIREP
GUNNERY	VICTORY BEFORE DAWN/ ARMOR NIGHT>GUNNERY<	23/59/ARMRN
	THE TRAINING EFFECTIVENESS OF TABLE VII OF THE TANK>GUNNERY<QUALIFICATION COURSE	59/59/FIREP
	CONSISTENCY IN RE-LAYING AS A FACTOR IN TANK>GUNNERY<	65/55/GUNNE
	THE EFFECT OF INCREASED SUBCALIBER SUBSTITUTION TRAINING ON 90MM>GUNNERY<PROFICIENCY	65/55/GUNNE
GUTTMAN	EXPLORATION FOR>GUTTMAN<SCALES IN A STUDY OF AIRBORNE VOLUNTEERS	166/54/VOLAI
GYROSCOPE	A SURVEY OF OPINIONS REGARDING OPERATION>GYROSCOPE<IN THE FIRST DIVISION	158/55/UNIRO
	A SURVEY OF OPINIONS ABOUT THE UNIT ROTATION PLAN (OPERATION>GYROSCOPE<)	158/55/UNIRO
	A COMPARISON OF REENLISTMENT INTENTIONS WITH LATER REENLISTMENT BEHAVIOR IN THREE>GYROSCOPE<UNITS	158/55/UNIRO
H-34	A PRELIMINARY TRAINING STUDY OF THE>H-34<COCKPIT-PROCEDURES TRAINER	125/60/REFLE
HABITS	FOOD>HABITS<AND THE INTRODUCTION OF NEW FOODS/ INNOVATION	36/66/CIVIC
HALLUCINATIONS	THE OCCURRENCE, MEASUREMENT AND EXPERIMENTAL MANIPULATION OF VISUAL>HALLUCINATIONS<	178/62/BR-6
HANDBOOK	EXAMPLES OF CROSS-CULTURAL PROBLEMS ENCOUNTERED BY AMERICANS WORKING OVERSEAS- INSTRUCTORS>HANDBOOK<	• 18/65/AREA
	PART III--HOW TO DESIGN THE>HANDBOOK<MATERIALS	• 72/60/JOBTR
	PPDR>HANDBOOK<: USE OF PILOT PERFORMANCE DESCRIPTION.RECORD IN FLIGHT TRAINING QUALITY CONTROL	77/63/LIFT
	A>HANDBOOK<FOR PROGRAMMERS OF AUTOMATED INSTRUCTION	149/63/TEXTR
HANDBOOKS	PERFORMANCE AIDS FOR JUNIOR OFFICERS/ SAM BATTERY OFFICERS/ JOB AID/>HANDBOOKS<	135/65/SAMOF
HAWK	A DESCRIPTION OF WORK FLOW IN SUPPORT OF A>HAWK<MISSILE SYSTEM	95/64/MOSAI
HEAVENS	THE>HEAVENS<AND THE FIELDS/ DESCRIPTION OF HUMRRO RESEARCH	194/61/GENRL
HEIGHT	THE EFFECT OF MOCK TOWER>HEIGHT<IN AIRBORNE TRAINING	67/56/HILO
HELFIRE	LET'S TAKE A LOOK AT NEW PROJECT TASK>HELFIRE<	66/62/HELFI
HELICOPTER	REDUCTION OF>HELICOPTER<PILOT ATTRITION THROUGH SYNTHETIC CONTACT FLIGHT TRAINING/ TRAINING DEVICE	44/65/ECHO
	>HELICOPTER<TRAINEE PERFORMANCE FOLLOWING SYNTHETIC FLIGHT TRAINING	44/66/ECHO
	CHANGES IN FLIGHT TRAINEE PERFORMANCE FOLLOWING SYNTHETIC>HELICOPTER<FLIGHT TRAINING	44/66/ECHO
	>HELICOPTER<TRAINING DEVICES IN SUPPORT OF ARMY AVIATION	44/67/ECHO
	THE CAPTIVE>HELICOPTER<AS A TRAINING DEVICE: EXPERIMENTAL EVALUATION OF A CONCEPT	45/68/ECHO
	>HELICOPTER<FORMATION FLYING	196/63/GENRL
	TARGET ACQUISITION FROM THE ARMED>HELICOPTER<	66/62/HELFI
	AVIATOR PERFORMANCE IN THE LIGHT WEAPONS>HELICOPTER<DURING NAP-OF-THE-EARTH FLIGHT	66/64/HELFI
	SURVEY OF THE ARMY CARGO>HELICOPTER<PILOT COURSE	76/57/LIFT
	LET'S TAKE A LOOK AT QUALITY CONTROL IN>HELICOPTER<TRAINING	76/61/LIFT
	IMPROVING FLIGHT PROFICIENCY EVALUATION IN ARMY>HELICOPTER<PILOT TRAINING	77/62/LIFT
	A QUALITY CONTROL PROGRAM APPLIED TO>HELICOPTER<TRAINING	77/63/LIFT
	A SYSTEM OF FLIGHT TRAINING QUALITY CONTROL AND ITS APPLICATION TO>HELICOPTER<TRAINING	77/63/LIFT
	COLLECTED PAPERS PREPARED UNDER WORK UNIT LIFT: ARMY AVIATION>HELICOPTER<PILOT TRAINING	• 78/68/LIFT
	A REVIEW OF THE ANALYSIS OF VISUAL DISCRIMINATION IN>HELICOPTER<CONTROL/ PILOT TRAINING/ SIMULATION	133/66/ROTOR
HERCULES	THE REVISION OF NIKE PLATOON LEADER JOB DESCRIPTIONS- AJAX TO>HERCULES<	134/60/SAMOF
HIPAR	SNAP PROGRAMING- TROUBLESHOOTING THE IMPROVED NIKE HERCULES>HIPAR<TRANSMITTER	63/64/FOREC
HISTORICAL	POLITICAL BEHAVIOR OF KOREAN AND CHINESE PRISONERS OF WAR IN KOREAN CONFLICT- A>HISTORICAL<ANALYSIS	•150/58/TICK
HORIZONTAL	TARGET DETECTABILITY ON AN A-SCOPE AS INFLUENCED BY VERTICAL AND>HORIZONTAL<VIDEO AMPLIFICATION	162/62/VIGIL
HOST	SOME EFFECTS OF OVERSEAS DUTY ON THE ATTITUDES OF AMERICAN TROOPS TOWARD>HOST<POPULATIONS	15/54/ACROS
HOT	HUMAN FACTORS IN CBR OPERATIONS: CBR PROTECTION ON PERFORMANCE OF COMBAT SKILLS IN>HOT<WEATHER (U)	•114/61/PROTE
HUMAN	AN ANALYSIS OF>HUMAN<RELATIONS TRAINING AND ITS IMPLICATIONS FOR OVERSEAS PERFORMANCE	19/66/AREA
	A SURVEY OF>HUMAN<FACTORS IN MILITARY NIGHT OPERATIONS (WITH SPECIAL APPLICATION TO ARMOR)	22/57/ARMRN
	COLLECTED PAPERS, WORK UNIT ARMORNITE:>HUMAN<FACTORS IN ARMOR OPERATIONS UNDER LIMITED VISIBILITY	25/68/ARMRN
	LABORATORY STUDIES OF SENSORY DEPRIVATION- FINDINGS OF INTEREST TO>HUMAN<ENGINEERING	178/63/BR-6
	>HUMAN<FACTORS IN CIVIC ACTION- A SELECTED ANNOTATED BIBLIOGRAPHY	33/63/CIVIC
	A STUDY OF>HUMAN<FACTORS IN THE OPERATION OF THE NIKE AJAX SYSTEM, PART III- TECHNICAL APPENDICES	35/58/CLASS
	STUDY OF>HUMAN<FACTORS IN OPERATION OF NIKE AJAX SYSTEM, PART I: TRAINING PROBLEMS & REQUIREMENTS	• 35/58/CLASS
	>HUMAN<FACTORS IN OPERATION OF NIKE AJAX SYSTEM, II: SHOOTING TEAM--RECOMMENDED OPERATING PROCEDURES	• 35/58/CLASS
	A SURVEY OF>HUMAN<FACTORS IN MILITARY PERFORMANCE IN EXTREME COLD WEATHER	36/60/COLDS
	>HUMAN<FACTORS IN AVIATION: SOME RECURRENT PROBLEMS AND NEW APPROACHES	45/67/ECHO
	>HUMAN<FACTORS IN THE OPERATION OF U.S. MILITARY UNITS AUGMENTED WITH INDIGENOUS TROOPS	172/67/ES-40
	>HUMAN<EOSINOPHIL RESPONSE TO ACUTE PHYSICAL EXERTION	56/61/FIGHT
	>HUMAN<FACTORS EVALUATION OF THE TANK, COMBAT FULL TRACKED- 105MM GUN, M60	59/61/FIREP
	SOME CONSIDERATIONS ON>HUMAN<FACTORS IN FUTURE COMBAT	191/59/GENRL
	>HUMAN<FACTOR PROBLEMS ASSOCIATED WITH FLIGHT AT LOW ALTITUDE AND HIGH SPEED	193/60/GENRL
	SOME RELATIONSHIPS BETWEEN TRAINING RESEARCH AND>HUMAN<ENGINEERING IN THE DESIGN OF WEAPON SYSTEMS	193/60/GENRL
	ARMY RESEARCH IN>HUMAN<FACTORS	192/60/GENRL
	DOUBLE TENTH- RESEARCH: >HUMAN<RESOURCES	194/61/GENRL
	>HUMAN<PROCESSING OF OLFACTORY INFORMATION	196/63/GENRL
	>HUMAN<FACTORS IN COLD WEATHER OPERATION	197/64/GENRL
	TRAINING ORIENTED>HUMAN<FACTORS ENGINEERING OF ARMY AIRCRAFT	199/64/GENRL
	THE IMPROVEMENT OF>HUMAN<PERFORMANCE THROUGH RESEARCH	197/64/GENRL
	INTERFACES BETWEEN OPERATIONS RESEARCH AND>HUMAN<FACTORS RESEARCH	198/64/GENRL
	ARMY>HUMAN<FACTORS INFORMATION DEVELOPMENTS	199/64/GENRL
	HUMRRO RESEARCH ON>HUMAN<PERFORMANCE	203/67/GENRL
	THE>HUMAN<FACTOR IN ARMY AVIATION	204/67/GENRL
	GOAL-DIRECTED LEADERSHIP: SUPERORDINATE TO>HUMAN<RELATIONS?	203/67/GENRL
	>HUMAN<FACTORS RESEARCH IN SUPPORT OF ARMY AVIATION	204/67/GENRL
	IDENTIFICATION OF STATIONARY>HUMAN<TARGETS	94/60/MOONL
	RESEARCH ON>HUMAN<AERIAL OBSERVATION. PART I: SUMMARY	102/60/OBSER
	RESEARCH ON>HUMAN<AERIAL OBSERVATION. PART III: SUMMARY DATA FROM TACTICAL FIELD TESTS	102/60/OBSER
	RESEARCH ON>HUMAN<AERIAL OBSERVATION. PART II: DESCRIPTION OF TACTICAL FIELD TEST	102/60/OBSER
	>HUMAN<FACTORS IN COMPLEX SYSTEMS	103/67/OBSER

HUMAN	>HUMAN<FACTORS IN THE AIR CUSHION VEHICLES (ACV)	109/62/OVERD
	>HUMAN<FACTORS IN CBR OPERATIONS: CBR PROTECTION ON PERFORMANCE OF COMBAT SKILLS IN HOT WEATHER (U)	•114/61/PROTE
	A BIBLIOGRAPHY OF>HUMAN<FACTORS IN RADAR OPERATION AND MAINTENANCE	117/53/RADAR
	SUPPLEMENT TO A BIBLIOGRAPHY OF>HUMAN<FACTORS IN RADAR OPERATION AND MAINTENANCE	117/55/RADAR
	>HUMAN<FACTORS IN TACTICAL NUCLEAR COMBAT/BRIEFING	185/65/TAS
	>HUMAN<FACTORS IN TACTICAL NUCLEAR COMBAT/TECHNICAL REPORT	185/65/TAS
	>HUMAN<PERFORMANCE IN THE COLD	186/67/TAS
	PROCEDURES FOR OBTAINING>HUMAN<FACTORS INFORMATION AS PART OF WEAPON SYSTEM DESIGN, DEVELOPMENT	•160/61/UPSTR
HUMAN-GUIDED	TRNG FOR SIMULATORS OF REMOTE CONTROL>HUMAN-GUIDED<MISSILE SYSTEMS--3 ATGM GUNNER TRNG PROGRAMS (U)	• 60/62/FIREP
	TRNG FOR SIMULATORS OF REMOTE CONTROL>HUMAN-GUIDED<MISSILE SYSTEMS--COMPONENT AND TOTAL SKILL EXER.	• 60/62/FIREP
HUMRRO	WHAT>HUMRRO<IS DOING/ RESEARCH BULLETIN 1, MARCH 1954	189/54/GENRL
	WHAT>HUMRRO<IS DOING/ RESEARCH BULLETIN 2, MARCH 1955	190/55/GENRL
	WHAT>HUMRRO<IS DOING, 1955/ RESEARCH BULLETIN 3, APRIL 1956	190/56/GENRL
	WHAT>HUMRRO<IS DOING, JANUARY 1956-JUNE 1957	191/57/GENRL
	WHAT>HUMRRO<IS DOING, JULY 1957 - JUNE 1958	191/58/GENRL
	WHAT>HUMRRO<IS DOING, JULY 1958 - JUNE 1959	193/60/GENRL
	LET'S TAKE A LOOK AT>HUMRRO<ACTIVITIES/ 1961	194/61/GENRL
	AN OVERVIEW:>HUMRRO<ORGANIZATION AND RESEARCH/ 1961	193/61/GENRL
	SCIENCE AND ARMY TRAINING: WHAT>HUMRRO<RESEARCHERS ARE DOING/ 1961	194/61/GENRL
	WHAT>HUMRRO<IS DOING/ RESEARCH BULLETIN 8, AUGUST 1961	194/61/GENRL
	THE HEAVENS AND THE FIELDS/ DESCRIPTION OF>HUMRRO<RESEARCH	194/61/GENRL
	WHAT>HUMRRO<IS DOING/ RESEARCH BULLETIN 9, SEPTEMBER 1962	196/62/GENRL
	>HUMRRO<TECHNIQUES IN COURSE DEVELOPMENT	202/66/GENRL
	>HUMRRO<RESEARCH ON HUMAN PERFORMANCE	203/67/GENRL
	GUIDELINES FOR MANPOWER TRAINING AS DEVELOPED BY>HUMRRO<	•205/68/GENRL
HYPOTHESES	A METHOD OF WIDE APPLICABILITY FOR TESTING>HYPOTHESES<ABOUT THE STRUCTURE OF QUALITATIVE VARIABLES	191/57/GENRL
HYPOTHESIS	AN EXPERIMENTAL>HYPOTHESIS<OF INTRA-LIST GENERALIZATION	90/63/METHO
IBM	AN>IBM<APPLICATION TO SCALING PROBLEMS	190/55/GENRL
IDENTIFICATION	ABSOLUTE>IDENTIFICATION<OF MUNSELL HUES UNDER RED ILLUMINATION	23/61/ARMRN
	VISUAL DETECTION,>IDENTIFICATION<, AND LOCALIZATION: AN ANNOTATED BIBLIOGRAPHY/LOW LIGHT LEVELS	171/68/ES-27
	>IDENTIFICATION<OF IMPORTANT SKILLS IN FIELD NAVIGATION	88/56/MAPUS
	>IDENTIFICATION<OF THE IMPORTANT SKILLS IN DAYLIGHT LAND NAVIGATION	88/57/MAPUS
	>IDENTIFICATION<OF STATIONARY HUMAN TARGETS	94/60/MOONL
	>IDENTIFICATION<OF ELECTRONICS MAINTENANCE TRAINING REQUIREMENTS	•101/64/NICOR
	A FIELD TEST OF VISUAL DETECTION AND>IDENTIFICATION<FOR REAL AND DUMMY TARGETS	102/59/OBSER
IDENTIFYING	>IDENTIFYING<TRAINING NEEDS AND TRANSLATING THEM INTO RESEARCH REQUIREMENTS	195/62/GENRL
	>IDENTIFYING<AND MEASURING LEADERSHIP CHARACTERISTICS OF THE OFFICER	107/61/OFFTR
IDEOLOGICAL	ADJUSTMENT, CHINESE SOLDIERS TO COMMUNIST DEMAND FOR>IDEOLOGICAL<PARTICIPATION: CCF IN KOREAN WAR	•150/59/TICK
IFC	JOB PERFORMANCE TESTS, DETAILED DESCRIPTION OF PERFORMANCE TESTS FOR NIKE>IFC<TECHNICIANS	• 15/59/ACHIL
	PERFORMANCE TEST FOR COMPARING NIKE AJAX>IFC<MAINTENANCE MEN WITH AND WITHOUT EXPERIENCE	• 14/59/ACHIL
	ORDNANCE>IFC<ELECTRONICS MAINTENANCE - ACTIVITY ANALYSIS, IMPLICATIONS FOR TRAINING ,PART I-- M-33	• 49/56/FICON
	ORDNANCE>IFC<ELECTRONICS MAINTENANCE- FIELD ACTIVITY ANALYSIS, TRAINING IMPLICATIONS, PART II- T-38	• 49/57/FICON
	USARADCOM INTEGRATED FIRE CONTROL TRAINING GUIDE/>IFC<	80/57/LOCKO
ILLUMINATION	>ILLUMINATION<AND TERRAIN AS FACTORS AFFECTING THE SPEED OF TANK TRAVEL	22/58/ARMRN
	ABSOLUTE IDENTIFICATION OF MUNSELL HUES UNDER RED>ILLUMINATION<	23/61/ARMRN
	INVESTIGATION INDIVIDUAL NIGHT RIFLE FIRING UNDER>ILLUMINATION<RANGING FROM NO MOON THRU FULL MOON	• 94/56/MOONL
IMPLEMENTATION	A PROCEDURAL GUIDE FOR TECHNICAL>IMPLEMENTATION<OF THE FORECAST METHODS OF TASK AND SKILL ANALYSIS	62/61/FOREC
	>IMPLEMENTATION<OF FORECAST CONCEPT OF ELECTRONIC SYSTEM REPAIR AT ORDNANCE GUIDED MISSILE SCHOOL	• 63/63/FOREC
	FACTORS INFLUENCING UTILIZATION RESEARCH FINDINGS IN INSTITUTIONAL CHANGE/ RESEARCH>IMPLEMENTATION<	•201/66/GENRL
	>IMPLEMENTATION<AND UTILIZATION OF THE LEADER PREPARATION PROGRAM/ NCO	99/67/NCO
	THE>IMPLEMENTATION<OF FUNCTIONAL CONTEXT TRAINING IN A RADIO REPAIRMAN COURSE	127/59/REPAI
	TEACHING MACHINES AND PROGRAMED INSTRUCTION - SOME FACTORS TO CONSIDER IN>IMPLEMENTATION<	148/61/TEXTR
	RESEARCH PROBLEMS CAUSED BY THE>IMPLEMENTATION<OF PROGRAMMED INSTRUCTION	149/62/TEXTR
IMPROVED	TEST OF ACCURACY AND SPEED OF FIRE WITH>IMPROVED<LOOP SLING, COMBAT RIFLE SLING, AND WITHOUT SLING	•153/54/TRANF
INCENTIVES	PRELIMINARY STUDY OF MOTIVATION AND>INCENTIVES<IN BASIC COMBAT TRAINING	31/68/CENTR
	MONETARY>INCENTIVES<AND VIGILANCE	164/64/VIGIL
INCIDENT	A PRELIMINARY APPLICATION OF THE CRITICAL>INCIDENT<TECHNIQUETO COMBAT PERFORMANCE OF ARMY AVIATORS	174/68/ES-50
INCLINATION	STATISTICAL JUDGMENT: A STUDY OF MEAN LENGTH AND MEAN>INCLINATION<	199/64/GENRL
INDEX	A NOTE ON EOSINOPENIA AS AN>INDEX<OF PSYCHOLOGICAL STRESS	55/60/FIGHT
INDICATORS	VALIDITY AND RELIABILITY OF CERTAIN>INDICATORS<OF PSYCHOLOGICAL STRESS	56/60/FIGHT
INDIGENOUS	HUMAN FACTORS IN THE OPERATION OF U.S. MILITARY UNITS AUGMENTED WITH>INDIGENOUS<TROOPS	172/67/ES-40
INDIVIDUAL	MEASURES OF ABILITY AND PROGRAMED INSTRUCTION PERFORMANCE/>INDIVIDUAL<DIFFERENCES	183/65/BR-11
	STIMULUS PARAMETERS AND>INDIVIDUAL<DIFFERENCES IN CUTANEOUS SENSITIVITY TO ELECTROPULSE STIMULATION	• 37/66/COMTA
	>INDIVIDUAL<AND SMALL-UNIT TRAINING FOR COMBAT OPERATIONS	203/67/GENRL
	INVESTIGATION>INDIVIDUAL<NIGHT RIFLE FIRING UNDER ILLUMINATION RANGING FROM NO MOON THRU FULL MOON	• 94/56/MOONL
	FALL 1956 RESEARCH ON RECONNAISSANCE PATROLLING- A BASIC COURSE IN>INDIVIDUAL<SKILLS	110/57/PATRO
	SPRING 1956 RESEARCH ON RECONNAISSANCE PATROLLING- A BASIC COURSE IN>INDIVIDUAL<SKILLS	110/57/PATRO
	EVAL OF LIGHT WEAPONS INFANTRYMEN, MOS 111.0, GRADUATES OF ADVANCED>INDIVIDUAL<TRNG COURSE ATP 7-17	•129/62/RIFLE
	INTEGRATIVE BEHAVIOR VERSUS>INDIVIDUAL<SKILL MEASUREMENT AS PREDICTORS OF NAVIGATIONAL PERFORMANCE	129/62/RIFLE
	A CASE STUDY OF THE DEVELOPMENT OF AN>INDIVIDUAL<COMBAT TRAINING PROGRAM	130/66/RIFLE
	AN IMPROVED ADVANCED>INDIVIDUAL<TRAINING PROGRAM FOR ARMOR	139/59/SHOCK
	DIFFERENTIAL APPROACHES TO TRAINING/>INDIVIDUAL<	142/67/SPECT
INDIVIDUALIZATION	>INDIVIDUALIZATION<OF INSTRUCTION	201/66/GENRL
	>INDIVIDUALIZATION<OF INSTRUCTION- ISSUES AND PROBLEMS	205/68/GENRL
INDIVIDUALS	RECORDING AND EVALUATING THE PERFORMANCE OF>INDIVIDUALS<AS MEMBERS OF SMALL GROUPS	189/53/GENRL
INDUSTRY	CURRENT PRACTICES IN ELECTRONICS TRAINING IN>INDUSTRY<	83/60/MAINT
INFANTRY	BASIC>INFANTRY<SKILLS PERFORMANCE TEST, ATP 21-114	27/56/BASIC
	COLD WEATHER OPERATIONAL TRAINING OF>INFANTRY<FORCES IN THE STRATEGIC ARMY CORPS	36/64/COLDS
	DESERT ROCK IV- REACTIONS OF AN ARMORED>INFANTRY<BATTALION TO AN ATOMIC BOMB MANEUVER	42/53/DR-IV
	ASSEMBLY (?) OR DEFENSIVE (?) AREAS/>INFANTRY<TACTICS	197/64/GENRL
	A CRITICAL INCIDENT STUDY OF>INFANTRY<, AIRBORNE, AND ARMORED JUNIOR NONCOMMISSIONED OFFICERS	96/58/NCO
	>INFANTRY<OCS EVALUATIONS AND COMBAT PERFORMANCE	104/54/OCS
	A STUDY OF LEADERSHIP IN ARMY>INFANTRY<PLATOONS/ JOB ANALYSIS	107/58/OFFTR
	LEADERSHIP IN ARMY>INFANTRY<PLATOONS: STUDY II/ ACTIVITIES QUESTIONNAIRE	107/60/OFFTR
	SOME FACTORS THAT HAVE CONTRIBUTED TO SUCCESSFUL, UNSUCCESSFUL AMERICAN>INFANTRY<SMALL-UNIT ACTIONS	•111/59/PLATT
	DEVELOPMENT OF PROFICIENCY TESTS FOR BASIC COMBAT AND LIGHT>INFANTRY<TRAINING	113/55/PROFI
	>INFANTRY<COMBAT TRAINING	129/62/RIFLE
	>INFANTRY<PLATOON LEADERS: A CHANGING PICTURE OF LEADERSHIP	132/67/ROCOM
	TACTICAL TRAINING OF THE>INFANTRY<RIFLE SQUAD	144/55/SQUAD
	PROVISIONAL CORE CURRICULUM,>INFANTRY<NIGHT OPERATION TRAINING- CONCEPTUALIZATION, PROPOSED CONTENT	•147/60/SWING
	TENTATIVE OPERATING CHARACTERISTIC & EMPLOYMENT, GROUND SURVEILLANCE RADAR IN>INFANTRY<BATTLE GROUP	•147/60/SWING
	THE LAST FEW YARDS/ OFFENSIVE>INFANTRY<TACTICS	154/60/TRANF
	ASSEMBLY AREAS/>INFANTRY<TACTICS	154/61/TRANF
	DEFENDING THOSE WIDE GAPS/>INFANTRY<TACTICS, SNIPERS	154/61/TRANF
INFANTRYMAN	COMBAT SUBJECTS, PROFICIENCY LEVELS ESSENTIAL TO 1962 TRAINING, LIGHT WEAPON>INFANTRYMAN<, MOS 111.0	•129/58/RIFLE
	CRITICAL COMBAT SKILLS, KNOWLEDGES, PERFORMANCES REQUIRED, 1962 LIGHT WEAPON>INFANTRYMAN<, MOS 111.0	•129/61/RIFLE
	DEVELOPMENT OF IMPROVED RIFLE SQUAD TACTICAL & PATROLLING PROGRAMS FOR LIGHT WEAPONS>INFANTRYMAN<	•130/65/RIFLE
INFANTRYMEN	EVAL OF LIGHT WEAPONS>INFANTRYMEN<, MOS 111.0, GRADUATES OF ADVANCED INDIVIDUAL TRNG COURSE ATP 7-17	•129/62/RIFLE
INFLIGHT	>INFLIGHT<PERFORMANCE AFTER ZERO, TEN, OR TWENTY HOURS OF SYNTHETIC INSTRUMENT FLIGHT TRAINING	45/68/ECHO
INFLUENCING	FACTORS>INFLUENCING<THE VISUAL DETECTION AND RECOGNITION OF LOW-ALTITUDE AIRCRAFT	173/66/ES-44
INFORMAL	INTEGRATED AND>INFORMAL<LEADERSHIP TRAINING AND FUNDAMENTAL LEADERSHIP SKILLS STUDY AREAS OF NCO II	• 98/63/NCO
INFORMANTS	RESEARCH ON METHODS OF INTERVIEWING FOREIGN>INFORMANTS</ INTERROGATION/ POW	131/56/RIM
INFORMATION	RELATION BETWEEN ELECTRONICS MAINT. PROFICIENCY AND RETENTION OF THEORY ORIENTED ELECTRONIC>INFO<	• 14/58/ACHIL
	BASIC MILITARY>INFORMATION<AND COMBAT EFFECTIVENESS	27/55/BASIC
	A LIMITED LANGUAGE FOR OBTAINING COMBAT>INFORMATION<FROM POWS- A PILOT STUDY	38/60/CONTA
	CHARACTERISTICS OF TROOPS WITH VARYING LEVELS OF>INFORMATION<ABOUT ATOMIC EFFECTS-DESERT ROCK IV	42/53/DR-IV
	SPREAD OF>INFORMATION<FOLLOWING AN ATOMIC MANEUVER	43/54/DR-V

INFORMATION	GAIN IN>INFORMATION<IN THE DESERT ROCK A-BOMB MANEUVERS	43/54/DR-V
	GROUP PARTICIPATION, INFORMAL SOURCE STATUS AS DETERMINANTS OF>INFO<SPREAD IN ORGANIZATIONAL GROUPS	* 43/55/DR-V
	EFFECTS OF INTENSE NOISE ON PROCESSING OF CUTANEOUS>INFORMATION<OF VARYING COMPLEXITY	171/65/ES-30
	EFFECTS OF TIME-SHARING AND BODY POSITIONAL DEMANDS ON CUTANEOUS>INFORMATION<PROCESSING	171/65/ES-30
	HUMAN PROCESSING OF OLFACTORY>INFORMATION<	196/63/GENRL
	ARMY HUMAN FACTORS>INFORMATION<DEVELOPMENTS	199/64/GENRL
	EFFECTS OF VERBALIZATION AND>INFORMATION<ON PROBLEM SOLVING IN PROGRAMMED LEARNING	91/64/METHO
	EFFECTS OF WRITTEN VERBALIZATION AND TIMING OF>INFORMATION<ON PROBLEM SOLVING IN PROGRAMED LEARNING	91/66/METHO
	REQUIREMENTS FOR RESEARCH ON USES OF THE UNAIDED EYE IN THE COLLECTION OF BATTLEFIELD>INFORMATION<	102/61/OBSER
	ATTITUDE AND>INFORMATION<PATTERNS OF OCS ELIGIBLES	104/53/OCS
	RELATION BET.>INFORMATION<GAIN & ATTITUDE CHANGE- STUDY OF PARTICIPANTS IN EXERCISE DESERT ROCK V	*168/53/YUCCA
INNOVATION	THE PROCESS OF CROSS-CULTURAL>INNOVATION<	33/64/CIVIC
	PEASANT FATALISM AND SOCIOECONOMIC>INNOVATION</ CROSS-CULTURAL CHANGE	34/65/CIVIC
	FOOD HABITS AND THE INTRODUCTION OF NEW FOODS/>INNOVATION<	34/66/CIVIC
INNOVATIVE	THE NEED FOR>INNOVATIVE<APPROACHES FOR TRAINING IN INTER-CULTURAL INTERACTION	19/67/AREA
INSTALLATIONS	MEDICORPS STUDY FINDINGS FOR MEDICAL OFFICERS IN VARIOUS TYPES OF>INSTALLATIONS<VARIOUS THEATRES	* 89/53/MEDIC
INSTITUTIONAL	FACTORS INFLUENCING UTILIZATION RESEARCH FINDINGS IN>INSTITUTIONAL<CHANGE/ RESEARCH IMPLEMENTATION	*201/66/GENRL
INSTRUCTION	BASIC TRAINING EFFECTIVENESS->INSTRUCTION<CENTRALIZATION, CURRICULUM AND ACHIEVEMENT EVALUATION	* 29/57/BASIC
	PROGRAMMED>INSTRUCTION<- A PLAN OF RESEARCH	29/61/BASIC
	VISUAL SENSATIONS EXPERIENCED IN THE DARK AS A FUNCTION OF>INSTRUCTION<AND PRIOR VERBALIZATION	178/62/BR-6
	COMPUTER-ADMINISTERED>INSTRUCTION<VERSUS TRADITIONALLY ADMINISTERED INSTRUCTION: ECONOMICS	172/67/ES-42
	WHAT PROGRAMED>INSTRUCTION<IS-AND ISN'T	197/63/GENRL
	INDIVIDUALIZATION OF>INSTRUCTION<	201/66/GENRL
	INDIVIDUALIZATION OF>INSTRUCTION<- ISSUES AND PROBLEMS	205/68/GENRL
	INSTRUCTIONAL OBJECTIVES, AND MEASURING SUCCESS OF>INSTRUCTION<	69/66/INGO
	LET'S TAKE A LOOK AT THE SEQUENCE OF FLIGHT>INSTRUCTION<	70/61/INTAC
	AN EVAL OF EFFECTS OF PROGRAMED>INSTRUCTION<RESPONSE ORIGIN & FORM ON ACQUISITION & RETENTION SCORES	* 75/63/LEAD
	THE EFFECT OF PROGRAMED>INSTRUCTION<RESPONSE CONDITIONS ON ACQUISITION AND RETENTION	75/66/LEAD
	ERROR RATE & VARIETY OF CONTEXTS: FACTORS IN TEACHING PROBLEM SOLVING VIA PROGRAMED>INSTRUCTION<	* 91/66/METHO
	THE APPLICATION OF THEORETICAL FACTORS IN TEACHING PROBLEM SOLVING BY PROGRAMED>INSTRUCTION<	92/68/METHO
	TRAINING MATERIALS FOR AERIAL OBSERVER>INSTRUCTION<IN BASIC VISUAL SKILLS	103/62/OBSER
	LOW ALTITUDE AERIAL OBSERVATION- AN EXPERIMENTAL COURSE OF>INSTRUCTION<	103/62/OBSER
	PROGRAMED>INSTRUCTION<AND LOW ALTITUDE AERIAL OBSERVATION	103/64/OBSER
	A PROGRAM OF LEADERSHIP>INSTRUCTION<FOR JUNIOR OFFICERS	107/63/OFFTR
	BASIC>INSTRUCTION<IN LAND NAVIGATION, PROFICIENCY TEST MANUAL	110/58/PATRO
	INSTRUCTOR'S GUIDE, PATROL I, LAND NAVIGATION- BASIC>INSTRUCTION<	110/59/PATRO
	DEVELOPMENT AND EVALUATION OF A PROGRAM OF>INSTRUCTION<IN BASIC LAND NAVIGATION	110/61/PATRO
	DEVELOPMENT AND EVALUATION OF A PROGRAM OF>INSTRUCTION<FOR FIRE CONTROL TECHNICIANS/ MAINTENANCE	*118/58/RADAR
	THE FUNCTIONAL CONTEXT METHOD OF>INSTRUCTION<	128/60/REPAI
	ADVANCED LAND NAVIGATION: DEVELOPMENT AND EVALUATION OF A PROTOTYPE PROGRAM OF>INSTRUCTION<	130/64/RIFLE
	AN ANNOTATED BIBLIOGRAPHY ON THE AUTOMATION OF>INSTRUCTION<	148/59/TEXTR
	A RATIONAL ANALYSIS OF THE PROCESS OF>INSTRUCTION<	149/61/TEXTR
	PROGRAMED>INSTRUCTION<WHERE WE ARE TODAY IN THE MILITARY	149/62/TEXTR
	A PROCEDURAL GUIDE TO THE PROGRAMMING OF>INSTRUCTION<- PRELIMINARY REPORT	149/62/TEXTR
	RESEARCH PROBLEMS CAUSED BY THE IMPLEMENTATION OF PROGRAMMED>INSTRUCTION<	149/62/TEXTR
	THE TEXT OF AN ORIENTATION WORKSHOP IN AUTOMATED>INSTRUCTION<	149/62/TEXTR
	A HANDBOOK FOR PROGRAMMERS OF AUTOMATED>INSTRUCTION<	149/63/TEXTR
INSTRUCTIONAL	THE DESIGN OF>INSTRUCTIONAL<SYSTEMS	202/66/GENRL
	AN ANNOTATED BIBLIOGRAPHY ON THE DESIGN OF>INSTRUCTIONAL<SYSTEMS	203/67/GENRL
	COMMENT ON SCHURDAK'S 'APPROACH TO USE OF COMPUTERS IN THE>INSTRUCTIONAL<PROCESS AND AN EVALUATION'	68/67/IMPAC
	THE CONTENT VALIDITY OF>INSTRUCTIONAL<OBJECTIVES/ JOB ANALYSIS	69/66/INGO
	>INSTRUCTIONAL<OBJECTIVES, AND MEASURING SUCCESS OF INSTRUCTION	69/66/INGO
	DERIVING, SPECIFYING, AND USING>INSTRUCTIONAL<OBJECTIVES	69/66/INGO
	THE DERIVATION, ANALYSIS, CLASSIFICATION OF>INSTRUCTIONAL<OBJECTIVES/ SELECTION OF COURSE CONTENT	69/66/INGO
	IN DEFENSE OF>INSTRUCTIONAL<OBJECTIVES	69/66/INGO
	DEVELOPING NEW>INSTRUCTIONAL<TECHNIQUES	148/60/TEXTR
	DERIVING AND SPECIFYING>INSTRUCTIONAL<OBJECTIVES	149/61/TEXTR
	EXPLORATORY INVESTIGATIONS CONDUCTED FOR PLANNING A RESEARCH PROGRAM ON>INSTRUCTIONAL<METHODS	*148/61/TEXTR
INSTRUCTIONS	INFLUENCE OF>INSTRUCTIONS<ON VERBAL REPORT OF VISUAL SENSATIONS UNDER REDUCED SENSORY INPUT	* 46/58/ENDOR
	INFLUENCE OF PRIOR VERBALIZATION AND>INSTRUCTIONS<ON VISUAL SENSATIONS UNDER REDUCED SENSORY INPUT	* 46/58/ENDOR
	EFFECTS OF SENSORY DEPRIVATION UPON RECEPTION OF COMPLEX>INSTRUCTIONS<- DEVELOPMENT OF A MEASURE	47/59/ENDOR
	SOME EFFECTS OF DIFFERENTIAL PRETASK>INSTRUCTIONS<ON AUDITORY VIGILANCE PERFORMANCE	175/67/ES-54
	PROCEDURES FOR IMPROVING TELEVISION>INSTRUCTIONS<	156/54/TV
INSTRUCTOR	>INSTRUCTOR<'S GUIDE, PATROL I, LAND NAVIGATION- BASIC INSTRUCTION	110/59/PATRO
	>INSTRUCTOR<'S GUIDE - ADVANCED LAND NAVIGATION: A PROTOTYPE COURSE	129/63/RIFLE
INSTRUCTORS	EXAMPLES OF CROSS-CULTURAL PROBLEMS ENCOUNTERED BY AMERICANS WORKING OVERSEAS->INSTRUCTORS<HANDBOOK	* 18/65/AREA
	>INSTRUCTORS<GUIDE TO PERFORMANCE COUNSELING	187/68/TAS
INSTRUMENT	INFLIGHT PERFORMANCE AFTER ZERO, TEN, OR TWENTY HOURS OF SYNTHETIC>INSTRUMENT<FLIGHT TRAINING	45/68/ECHO
	INTACT- INTEGRATED>INSTRUMENT<CONTACT PRIMARY FLIGHT TRAINING	70/60/INTAC
INSTRUMENTAL	FURTHER COMMENT ON CLASSICAL AND>INSTRUMENTAL<CONDITIONING	191/59/GENRL
INTEGRATED	A SUMMARY OF PRIOR RESEARCH ON>INTEGRATED<CONTACT/INSTRUMENT FLIGHT TRAINING	70/58/INTAC
	THE DEVELOPMENT AND EVALUATION OF ON-SITE TRAINING FOR NIKE>INTEGRATED<FIRE CONTROL OPERATORS	80/58/LOCKO
	>INTEGRATED<AND INFORMAL LEADERSHIP TRAINING AND FUNDAMENTAL LEADERSHIP SKILLS STUDY AREAS OF NCO II	* 98/63/NCO
INTEGRATIVE	>INTEGRATIVE<BEHAVIOR VERSUS INDIVIDUAL SKILL MEASUREMENT AS PREDICTORS OF NAVIGATIONAL PERFORMANCE	129/62/RIFLE
INTELLIGENCE	EVALUATION OF FOUR-WEEK AND EIGHT-WEEK BASIC TRAINING FOR MEN OF VARIOUS>INTELLIGENCE<LEVELS	28/56/BASIC
	EVALUATION OF FOUR AND EIGHT WEEKS BASIC TRAINING FOR MEN OF VARIOUS>INTELLIGENCE<LEVELS	28/56/BASIC
	PROCUREMENT OF COUNTER>INTELLIGENCE<CORPS TRAINEES	32/57/CINCO
	RELATION OF LIFE HISTORY, FAMILY BACKGROUND,>INTELLIGENCE<DATA TO PERFORMANCE IN STRESS SITUATIONS	* 51/56/FIGHT
	EFFECT OF>INTELLIGENCE<, RACE ON CORRELATION OF BARRON-WELSH FIGURE PREFERENCES & COMBAT PERFORMANCE	* 52/57/FIGHT
	ARMY DATA ON TAYLOR MAS,>INTELLIGENCE<, AND EGO STRENGTH	55/59/FIGHT
	EFFECTS OF>INTELLIGENCE<ON SIGNAL DETECTION IN VISUAL AND AUDITORY MONITORING	194/61/GENRL
	EFFECTS OF>INTELLIGENCE<ON VIGILANCE: A REPLICATION	194/61/GENRL
	RELATIONSHIPS AMONG LEADER EFFECTIVENESS RATINGS,>INTELLIGENCE<AND JOB KNOWLEDGE	106/57/OFFTR
	RELATION OF>INTELLIGENCE<AND AUTHORITARIANISM TO BEHAVIORAL CONTAGION AND CONFORMITY	121/64/RAID
INTENTIONS	STATEMENTS OF CAREER>INTENTIONS<: THEIR RELATIONSHIP TO MILITARY RETENTION PROBLEMS	172/68/ES-38
INTER-CULTURAL	THE NEED FOR INNOVATIVE APPROACHES FOR TRAINING IN>INTER-CULTURAL<INTERACTION	19/67/AREA
INTERACTION	THE NEED FOR INNOVATIVE APPROACHES FOR TRAINING IN INTER-CULTURAL>INTERACTION<	19/67/AREA
	>INTERACTION<CONTENT AND TEAM EFFECTIVENESS/ STUDY OF SMALL GROUP PROBLEM SOLVING/ COORDINATION	157/66/UNIFE
INTERCESSION	THE EFFECT OF>INTERCESSION<AND ALTRUISTIC APPEALS UPON QUESTIONNAIRE RETURN RATES	134/59/SAMOF
INTEREST	PREDICTING MOTIVATION TO COMPLETE OCS WITH>INTEREST<INVENTORIES	105/55/OCS
INTERFACES	>INTERFACES<BETWEEN OPERATIONS RESEARCH AND HUMAN FACTORS RESEARCH	198/64/GENRL
INTERNATIONAL	DEVELOPMENT OF A MEASURE OF SKILL AT RECEIVING>INTERNATIONAL<MORSE CODE	120/57/RADOP
	EXPERIMENTAL STUDIES OF SKILL IN COPYING>INTERNATIONAL<MORSE CODE/ MOTIVATION	120/60/RADOP
INTERPERSONAL	>INTERPERSONAL<KNOWLEDGE AND RATED LEADER POTENTIAL	96/60/NCO
INTERPOLATED	EFFECTS OF AMOUNT OF>INTERPOLATED<ACTIVITY IN SHORT-TERM MEMORY	180/67/BR-8
INTERPRETATION	AN INVESTIGATION OF SEVERAL METHODS OF TEACHING CONTOUR>INTERPRETATION<	88/57/MAPUS
	SEVERAL METHODS OF TEACHING CONTOUR>INTERPRETATION<	88/57/MAPUS
	SOME GUIDES TO>INTERPRETATION<OF SCHOOL ENROLLMENT FIGURES AMONG AMERICANS OVERSEAS IN 1960 CENSUS	140/67/SOJRN
INTERPRETING	OPERATOR PROFICIENCY IN>INTERPRETING<GROUND SURVEILLANCE RADAR SIGNALS	25/64/ARMRN
INTERROGATION	A SELF-INSTRUCTIONAL TACTICAL LANGUAGE COURSE IN RUSSIAN/>INTERROGATION</ VOCABULARY SELECTION	39/65/CONTA
	EXPLORAT[illegible] STUDY ON>INTERROGATION<PROCESS: SURVEY ACTIVITIES, CONCEPTUALIZATION AND PILOT STUDIES	*116/62/QUIZ
	AN EVALUATION OF THREE SCREENING PROCEDURES FOR>INTERROGATION<	116/63/QUIZ
	AN EXPERIMENTAL APPROACH TO TACTICAL>INTERROGATION<	116/63/QUIZ
	RESEARCH ON METHODS OF INTERVIEWING FOREIGN INFORMANTS/>INTERROGATION</ POW	131/56/RIM
INTERVALS	PURSUIT ROTOR PERFORMANCE-I REINFORCING LONGER>INTERVALS<OF CONTINUOUS TRACKING WITHIN EACH TRIAL	*181/66/BR-9
INTERVIEW	THE EFFECT OF VARIOUS>INTERVIEW<TECHNIQUES IN EVOKING FEAR RESPONSES	190/55/GENRL
INTERVIEWING	RESEARCH ON METHODS OF>INTERVIEWING<FOREIGN INFORMANTS/ INTERROGATION/ POW	131/56/RIM

INTERVIEWS	STUDIES MADE DURING PROJECT STALK: I-RESULTS OF>INTERVIEWS<WITH THE STALK CREW MEMBERS (U)	*144/57/STALK
INTRA-GROUP	>INTRA-GROUP<COMMUNICATION AND INDUCED CHANGE	34/67/CIVIC
INTRA-LIST	AN EXPERIMENTAL HYPOTHESIS OF>INTRA-LIST<GENERALIZATION	93/63/METHO
INVENTORIES	PREDICTING MOTIVATION TO COMPLETE OCS WITH INTEREST>INVENTORIES<	105/55/OCS
	A MODEL OF JUNIOR OFFICER JOBS FOR USE IN DEVELOPING TASK>INVENTORIES</ JOB ANALYSIS	135/65/SAMOF
ISOLATION	SUMMARY OF RESEARCH IN SENSORY DEPRIVATION AND SOCIAL>ISOLATION<	177/61/BR-6
	A PRELIMINARY STUDY OF THE EFFECTS OF CONTROLLED>ISOLATION<	178/62/BR-6
	COLLECTED PAPERS RELATED TO THE STUDY OF THE EFFECTS OF SENSORY DEPRIVATION AND SOCIAL>ISOLATION<	178/62/BR-6
	EFFECT OF SENSORY DEPRIVATION AND SOCIAL>ISOLATION<ON SELF-EXPOSURE TO PROPAGANDA & ATTITUDE CHANGE	*178/63/BR-6
	REPORTED VISUAL SENSATIONS AS A FUNCTION OF SUSTAINED SENSORY DEPRIVATION AND SOCIAL>ISOLATION<	178/63/BR-6
	THE EFFECT OF SENSORY DEPRIVATION AND SOCIAL>ISOLATION<ON CONFORMITY TO A GROUP NORM	178/63/BR-6
	VIGILANCE AS A FUNCTION OF SENSORY DEPRIVATION AND SOCIAL>ISOLATION<	178/63/BR-6
	CONDITIONING OF CONNOTATIVE MEANING AS A FUNCTION OF SENSORY DEPRIVATION AND SOCIAL>ISOLATION<	178/63/BR-6
	CONFORMITY TO A GROUP NORM AS A FUNCTION OF SENSORY DEPRIVATION AND SOCIAL>ISOLATION<	178/63/BR-6
	EXPERIMENTAL STUDIES OF SENSORY DEPRIVATION AND SOCIAL>ISOLATION<PSYCHOLOGICAL REACTION	179/66/BR-6
	COLLECTED PAPERS PREPARED UNDER WORK UNIT ENDORSE: EFFECTS OF CONTROLLED>ISOLATION<ON PERFORMANCE	48/60/ENDOR
JOB	>JOB<PERFORMANCE TESTS, DETAILED DESCRIPTION OF PERFORMANCE TESTS FOR NIKE IFC TECHNICIANS	* 15/59/ACHIL
	DESIGN AND EVALUATION OF PRINTED>JOB<AIDS FOR ELECTRONICS REPAIRMEN	194/61/GENRL
	THE CONTENT VALIDITY OF INSTRUCTIONAL OBJECTIVES/>JOB<ANALYSIS	69/66/INGO
	RELATIONSHIPS AMONG LEADER EFFECTIVENESS RATINGS, INTELLIGENCE AND>JOB<KNOWLEDGE	106/57/OFFTR
	A STUDY OF LEADERSHIP IN ARMY INFANTRY PLATOONS/>JOB<ANALYSIS	107/58/OFFTR
	PSYCHOLOGICAL WARFARE>JOB<REQUIREMENTS & TRAINING- EVAL OF PSYCHOLOGICAL WARFARE SCHOOL CURRICULUM	*115/56/PSYJO
	A THREE-HOUR PERFORMANCE TEST TO EVALUATE>JOB<EFFECTIVENESS OF ARMY RADAR MECHANICS	118/55/RADAR
	DIAGNOSIS AND TREATMENT OF AN ARMY ELECTRONICS TRAINING COURSE/>JOB<ANALYSIS/ CRITERION TEST	118/57/RADAR
	DETERMINATION OF COMBAT>JOB<REQUIREMENTS FOR ARMORED CAVALRY PLATOON PERSONNEL	123/64/RECON
	>JOB<REQUIREMENTS OF NIKE AJAX BATTERY OFFICERS	134/58/SAMOF
	THE DEVELOPMENT OF>JOB<DESCRIPTIONS FOR NIKE AJAX BATTERY OFFICERS	134/59/SAMOF
	WEIGHTED SCORES, RANKS, C-SCALE SCORES, EVAL ACTIVITIES OF>JOB<DESCRIPTIONS, NIKE AJAX BATTERY OFF.	*134/59/SAMOF
	THE REVISION OF NIKE PLATOON LEADER>JOB<DESCRIPTIONS- AJAX TO HERCULES	134/60/SAMOF
	MEASUREMENT OF THE>JOB<PROFICIENCY OF NIKE AJAX PLATOON LEADERS	134/60/SAMOF
	>JOB<OBJECTIVES AND MOTIVATION	135/63/SAMOF
	PERFORMANCE AIDS FOR JUNIOR OFFICERS/ SAM BATTERY OFFICERS/>JOB<AID/ HANDBOOKS	135/65/SAMOF
	A MODEL OF JUNIOR OFFICER JOBS FOR USE IN DEVELOPING TASK INVENTORIES/>JOB<ANALYSIS	135/65/SAMOF
	THE DETERMINATION OF>JOB<REQUIREMENTS FOR TANK CREW MEMBERS	138/58/SHOCK
	THE DETERMINATION OF COMBAT>JOB<REQUIREMENTS FOR TANK PLATOON LEADER AND TANK PLATOON SERGEANT	159/61/UNIT
JOBS	SOME PROBLEMS IN THE DESCRIPTION OF>JOBS<FOR ELECTRONIC MAINTENANCE TRAINING	191/59/GENRL
	DESCRIPTION OF SUPERVISORY>JOBS<	135/63/SAMOF
	A MODEL OF JUNIOR OFFICER>JOBS<FOR USE IN DEVELOPING TASK INVENTORIES/ JOB ANALYSIS	135/65/SAMOF
JUDGMENTAL	GROUP CONSENSUS AND>JUDGMENTAL<ACCURACY- EXTENSION OF THE ASCH EFFECT	179/66/BR-6
JUNIOR	A PROGRAM OF LEADERSHIP INSTRUCTION FOR>JUNIOR<OFFICERS	107/63/OFFTR
KAZAKHS	THE>KAZAKHS<- A BACKGROUND STUDY FOR PSYCHOLOGICAL WARFARE	74/55/KAZPO
KENDALL	A METHOD FOR COMPUTING THE>KENDALL<TAU COEFFICIENT	189/54/GENRL
KNOWLEDGE	EFFECT OF>KNOWLEDGE<OF RESULTS ON TEST PERFORMANCE AS FUNCTION OF NEED ACHIEVEMENT AND TEST ANXIETY	*182/63/BR-10
	>KNOWLEDGE<OF RESULTS IN SCHEMATIC CONCEPT FORMATION/ KOR	184/68/BR-16
	AUDITORY PERCEPTION OF NUMEROSITY AS AFFECTED BY NUMBER & CORRECT & INCORRECT>KNOWLEDGE<OF RESULTS	*178/62/BR-6
	EFFECTS OF CORRECT AND INCORRECT>KNOWLEDGE<OF RESULTS ON ABILITY TO COUNT AUDITORY STIMULI	47/60/ENDOR
	DETERMINING TRNG REQUIREMENTS FOR ELECTRONIC SYSTEM MAINT.- NEW METHOD OF SKILL,>KNOWLEDGE<ANALYSIS	* 62/60/FOREC
	THE EFFECTS OF>KNOWLEDGE<OF RESULTS (TRUE AND FALSE) ON VIGILANCE PERFORMANCE	195/62/GENRL
	THE EFFECTS OF REWARD AND>KNOWLEDGE<OF RESULTS ON THE PERFORMANCE OF A SIMPLE VIGILANCE TASK	195/62/GENRL
	THE EFFECTS OF VERBAL AND NON-VERBAL>KNOWLEDGE<OF RESULTS ON DETECTION PERFORMANCE	196/63/GENRL
	METHOD OF PRESENTATION, MODES, RESPONSE CATEGORY>KNOWLEDGE<OF RESULTS ON VIGILANCE TASK DETECTION	*199/64/GENRL
	FACTORS AFFECTING THE LEVEL OF BASIC MILITARY>KNOWLEDGE<OF ACTIVE ARMY ENLISTED PERSONNEL	* 74/55/KNOWM
	BASIC MILITARY>KNOWLEDGE<IN THE ARMY RESERVE	74/56/KNOWM
	BASIC MILITARY>KNOWLEDGE<IN THE ACTIVE DUTY ARMY	74/57/KNOWM
	INTERPERSONAL>KNOWLEDGE<AND RATED LEADER POTENTIAL	96/60/NCO
	RELATIONSHIPS AMONG LEADER EFFECTIVENESS RATINGS, INTELLIGENCE AND JOB>KNOWLEDGE<	106/57/OFFTR
	HOW MUCH TECHNICAL>KNOWLEDGE<DOES A MILITARY OFFICER NEED?	135/62/SAMOF
KNOWLEDGE-FREE	SPANOCON- SPAN OF CONTROL, 1. DEVELOPMENT OF A>KNOWLEDGE-FREE<SPAN OF CONTROL TEST	141/62/SPANO
KNOWLEDGES	CRITICAL COMBAT SKILLS,>KNOWLEDGES<, PERFORMANCES REQUIRED, 1962 LIGHT WEAPON INFANTRYMAN, MOS 111.0	*129/61/RIFLE
KNOWN-DISTANCE	THE RELATIONSHIP BETWEEN 1000-RANGE AND>KNOWN-DISTANCE<RANGE RIFLE SCORES	156/53/TRIGG
	ACCURACY OF M1 RIFLE SCORES OBTAINED ON THE>KNOWN-DISTANCE<RANGE	167/54/WHOLE
KOJE-DO	>KOJE-DO<COMPLICATIONS: SOCIAL, POLITICAL ORGANIZATION OF KOREAN POWS IN UNC POW CAMPS, 1950-51 (U)	*150/55/TICK
KOR	KNOWLEDGE OF RESULTS IN SCHEMATIC CONCEPT FORMATION/>KOR<	184/68/BR-16
KOREA	FACTORS RELATED TO THE COLLABORATION AND RESISTANCE BEHAVIOR OF U.S. ARMY PW'S IN>KOREA<	115/56/PSYFR
	CORRELATES OF COLLABORATION AND RESISTANCE BEHAVIOR AMONG U.S. ARMY POWS IN>KOREA<	115/57/PSYFR
	FACTORS RELATED TO THE COLLABORATION AND RESISTANCE BEHAVIOR OF U.S. ARMY PW'S IN>KOREA<	115/57/PSYFR
	METHODOLOGICAL CONSIDERATIONS- STUDY OF MOTIVATIONS OF THE CHINESE COMMUNIST FORCES IN>KOREA<	*150/56/TICK
KOREAN	LEADERSHIP IN RIFLE SQUADS ON THE>KOREAN<FRONT LINE	71/55/INTER
	KOJE-DO COMPLICATIONS: SOCIAL, POLITICAL ORGANIZATION OF>KOREAN<POWS IN UNC POW CAMPS, 1950-51 (U)	*150/55/TICK
	DETERMINANTS OF LOYALTY AND DISAFFECTION IN CHINESE COMMUNIST SOLDIERS DURING>KOREAN<HOSTILITIES (U)	*150/56/TICK
	POLITICAL BEHAVIOR OF>KOREAN<AND CHINESE PRISONERS OF WAR IN KOREAN CONFLICT- A HISTORICAL ANALYSIS	*150/58/TICK
	ADJUSTMENT, CHINESE SOLDIERS TO COMMUNIST DEMAND FOR IDEOLOGICAL PARTICIPATION: CCF IN>KOREAN<WAR	*150/59/TICK
KYLCYSTICS	THE ADVENT OF THE>KYLCYSTICS</ TEAM APPROACH TO TRAINING PROBLEMS	136/59/SAMOF
LABORATORIES	RESEARCH IN MILITARY>LABORATORIES<	192/60/GENRL
LABORATORY	>LABORATORY<STUDIES OF SENSORY DEPRIVATION- FINDINGS OF INTEREST TO HUMAN ENGINEERING	178/63/BR-6
	DIMENSIONS OF STRESS PERFORMANCE IN FIELD AND>LABORATORY<SITUATIONS	51/56/FIGHT
	INFERRED CORRELATION BETWEEN COMBAT PERFORMANCE AND SOME FIELD>LABORATORY<STRESSES	53/58/FIGHT
LAND	IDENTIFICATION OF THE IMPORTANT SKILLS IN DAYLIGHT>LAND<NAVIGATION	98/57/MAPUS
	IMPROVING THE ABILITY OF THE INDIVIDUAL SOLDIER TO EMPLOY A MAP AND COMPASS IN>LAND<NAVIGATION	110/57/PATRO
	BASIC INSTRUCTION IN>LAND<NAVIGATION, PROFICIENCY TEST MANUAL	110/58/PATRO
	INSTRUCTOR'S GUIDE, PATROL I,>LAND<NAVIGATION- BASIC INSTRUCTION	110/59/PATRO
	A PERFORMANCE REQUIREMENT FOR BASIC>LAND<NAVIGATION	110/60/PATRO
	DEVELOPMENT AND EVALUATION OF A PROGRAM OF INSTRUCTION IN BASIC>LAND<NAVIGATION	110/61/PATRO
	INSTRUCTOR'S GUIDE - ADVANCED>LAND<NAVIGATION: A PROTOTYPE COURSE	129/63/RIFLE
	A SERIES OF EXPERIMENTAL INVESTIGATIONS OF THE>LAND<NAVIGATION PROCESS	130/64/RIFLE
	ADVANCED>LAND<NAVIGATION: DEVELOPMENT AND EVALUATION OF A PROTOTYPE PROGRAM OF INSTRUCTION	130/64/RIFLE
LANGUAGE	A FEASIBILITY STUDY OF A SPECIAL, MACHINE-TAUGHT ORAL-AURAL RUSSIAN>LANGUAGE<COURSE	38/60/CONTA
	A LIMITED>LANGUAGE<FOR OBTAINING COMBAT INFORMATION FROM POWS- A PILOT STUDY	38/60/CONTA
	>LANGUAGE<PROGRAMMING FOR THE FOREIGN STUDENT	39/61/CONTA
	PROBLEMS IN PROGRAMMING AN INTENSIVE ORAL-AURAL>LANGUAGE<COURSE	39/61/CONTA
	AN APPROACH TO AUTOMATED>LANGUAGE<TEACHING	39/61/CONTA
	DEVELOPMENT AND EVALUATION OF TRAINING METHODS FOR THE RAPID ACQUISITION OF>LANGUAGE<SKILLS	39/62/CONTA
	PROGRAMMING AN INTENSIVE ORAL-AURAL>LANGUAGE<COURSE	39/62/CONTA
	THE EVALUATION OF SELF-INSTRUCTIONAL FOREIGN>LANGUAGE<COURSES	39/64/CONTA
	SELF-INSTRUCTIONAL PROGRAM, TONAL DISCRIMINATION- IDENTIFICATION LESSONS, FOREIGN>LANGUAGE<LEARNING	* 39/64/CONTA
	DEVELOPMENT AND EVALUATION OF A TACTICAL MANDARIN CHINESE>LANGUAGE<COURSE/ TONAL DISCRIMINATION	40/65/CONTA
	A SELF-INSTRUCTIONAL TACTICAL>LANGUAGE<COURSE IN RUSSIAN/ INTERROGATION/ VOCABULARY SELECTION	39/65/CONTA
	THE DEVELOPMENT AND TEST OF A SPECIAL PURPOSE FOREIGN>LANGUAGE<TRAINING CONCEPT	40/67/CONTA
	THE APPLICATION OF PROGRAMED INSTRUCTION TO FOREIGN>LANGUAGE<AND LITERACY TRAINING	199/65/GENRL
	SOME>LANGUAGE<ASPECTS OF THE U.S. ADVISORY ROLE IN SOUTH VIETNAM	85/63/MALT
	PSYCHOLOGICAL APPROACH TO DESIGN OF SHORT SELF-INSTRUCTIONAL FUNCTIONAL COURSE IN FOREIGN>LANGUAGE<	* 85/64/MALT
	A SHORT VIETNAMESE>LANGUAGE<PROGRAM: TRAINING COURSE AND RESEARCH VEHICLE	85/65/MALT
	SOME PSYCHOLOGICAL ASPECTS IN FOREIGN>LANGUAGE<TRAINING	85/65/MALT
	PROGRAMED LEARNING IN VIETNAMESE: CONSTRUCTION AND EVALUATION OF A SHORT PRACTICAL>LANGUAGE<COURSE	86/67/MALT
	MODERN APPROACHES TO FOREIGN>LANGUAGE<TRAINING: A SURVEY OF CURRENT PRACTICES	124/67/REFIL
	SOME ATTITUDINAL FACTORS IN FOREIGN>LANGUAGE<LEARNING	124/67/REFIL
	FOREIGN>LANGUAGE<PROGRAMMED MATERIALS: 1966	124/67/REFIL

LAO	>LAO<BUDDHISM: A VEHICLE FOR TECHNICAL CHANGE	197/63/GENRL
LAOS	CROSS-CULTURAL PROBLEMS OF U.S. ARMY PERSONNEL IN>LAOS<AND THEIR IMPLICATIONS FOR AREA TRAINING	18/64/AREA
LATERAL	THE RELATIONSHIP BETWEEN>LATERAL<PHORIA AND SOME TESTS OF REAL AND APPARENT DEPTH PERCEPTION	122/53/RANGE
LATTICE	ORGANIZING THE PRESENTATION OF CONCEPTS IN EDUCATION AND TRAINING- THE>LATTICE<TECHNIQUE	90/62/METHO
LAUNCHING	DEVELOPMENT AND USE OF PROFICIENCY TESTS FOR NIKE SYSTEM>LAUNCHING<PLATOON OPERATORS	161/61/VIGIL
LAYING	CONSISTENCY IN>LAYING<THE MAIN TANK GUN IN A LIVE-FIRE SITUATION (U)	59/57/FIREP
LAYOUT	SIMPLIFICATION OF THE PANEL>LAYOUT<ON STANDARD SERIES TANK RADIOS	21/57/ARMRC
LEADER	RESULTS OF>LEADER<BEHAVIOR DESCRIPTION QUESTIONNAIRE TECHNIQUE FOR ARMY BASIC TRAINING COMPANIES	* 28/56/BASIC
	INTERPERSONAL KNOWLEDGE AND RATED>LEADER<POTENTIAL	96/60/NCO
	THE APPRENTICE>LEADER<- PREPARATION FOR A ROLE/ NCO	98/66/NCO
	IMPLEMENTATION AND UTILIZATION OF THE>LEADER<PREPARATION PROGRAM/ NCO	99/67/NCO
	RELATIONSHIPS AMONG>LEADER<EFFECTIVENESS RATINGS, INTELLIGENCE AND JOB KNOWLEDGE	106/57/OFFTR
	THE FOUNDATIONS FOR>LEADER<TRAINING	132/66/ROCOM
	THE REVISION OF NIKE PLATOON>LEADER<JOB DESCRIPTIONS- AJAX TO HERCULES	134/60/SAMOF
LEADERS	A FOLLOW-UP STUDY OF NCO>LEADERS<SCHOOL GRADUATES	189/53/GENRL
	LEADERSHIP CLIMATE FOR TRAINEE>LEADERS<- THE ARMY AIT PLATOON	98/63/NCO
	THE RELATIONSHIP BETWEEN>LEADERS<COURSE EVALUATIONS AND OCS EVALUATIONS	104/54/OCS
	TRAINING>LEADERS<WITH SOUND FILMS AND DISSCUSSION GROUP TECHNIQUES	106/55/OFFTR
	FILMS AND GROUP DISCUSSIONS AS A MEANS OF TRAINING>LEADERS<	106/56/OFFTR
	CHALK TALK FOR PLATOON>LEADERS<	111/55/PLATT
	INFANTRY PLATOON>LEADERS<: A CHANGING PICTURE OF LEADERSHIP	132/67/ROCOM
	MEASUREMENT OF THE JOB PROFICIENCY OF NIKE AJAX PLATOON>LEADERS<	134/60/SAMOF
LEADERSHIP	>LEADERSHIP<AND GROUP ACHIEVEMENT	13/56/AAA
	ANALYSIS OF DETERMINANTS, CHARACTERISTICS, COVARIATES OF BASIC TRAINEE>LEADERSHIP<SOCIOMETRIC DATA	* 27/56/BASIC
	COMMUNICATION AND>LEADERSHIP<ROLES	43/55/DR-V
	>LEADERSHIP<AND SMALL-GROUP BEHAVIOR	189/52/GENRL
	A SURVEY ON MORALE AND>LEADERSHIP<AS AFFECTED BY THE ATFA-1 ARMORED DIVISION	190/55/GENRL
	>LEADERSHIP<AT HIGHER LEVELS OF COMMAND AS VIEWED BY SENIOR AND EXPERIENCED COMBAT COMMANDERS	194/61/GENRL
	CURRENT VIEWS ON PSYCHOLOGY AND>LEADERSHIP<	196/62/GENRL
	A REVIEW OF RECENT RESEARCH AND DEVELOPMENT ON MILITARY>LEADERSHIP<, COMMAND, AND TEAM FUNCTION	199/64/GENRL
	COMMAND>LEADERSHIP<	198/64/GENRL
	LEARNING TO LEAD/>LEADERSHIP<TRAINING	201/66/GENRL
	GOAL-DIRECTED>LEADERSHIP<: SUPERORDINATE TO HUMAN RELATIONS?	203/67/GENRL
	>LEADERSHIP<AT SENIOR LEVELS OF COMMAND	67/65/HIGHL
	THE VIEW FROM THE TOP-THE DEMANDS OF ORGANIZATIONAL>LEADERSHIP<	67/66/HIGHL
	THE SKILLS OF>LEADERSHIP<	67/67/HIGHL
	>LEADERSHIP<IN RIFLE SQUADS ON THE KOREAN FRONT LINE	71/55/INTER
	DEVELOPING A FUNCTIONAL THEORY OF>LEADERSHIP<	71/55/INTER
	THE USE OF FOLLOWER STOOGES FOR FIELD EVALUATION OF>LEADERSHIP<ABILITY	96/59/NCO
	TASK NCO- A REPORT ON SOME ARMY RESEARCH IN THE>LEADERSHIP<TRAINING AREA	97/61/NCO
	THE DESIGN FOR A PARAMETRIC STUDY OF A>LEADERSHIP<TRAINING SYSTEM	97/61/NCO
	INTEGRATED AND INFORMAL>LEADERSHIP<TRAINING AND FUNDAMENTAL LEADERSHIP SKILLS STUDY AREAS OF NCO II	* 98/63/NCO
	REPORT OF THE>LEADERSHIP<ORIENTATION AND MOTIVATION STUDY AREA OF NCO II	97/63/NCO
	>LEADERSHIP<CLIMATE FOR TRAINEE LEADERS- THE ARMY AIT PLATOON	98/63/NCO
	RESEARCH ON THE TRAINING OF NONCOMMISSIONED OFFICERS, A SUMMARY REPORT OF PILOT STUDIES/>LEADERSHIP<	98/65/NCO
	AUTOMATION OF A PORTION OF NCO>LEADERSHIP<PREPARATION TRAINING	99/66/NCO
	PRELIMINARY ASSESSMENT OF THREE NCO>LEADERSHIP<PREPARATION TRAINING SYSTEMS	99/67/NCO
	A METHOD FOR STUDYING>LEADERSHIP<	106/57/OFFTR
	EXPERIMENTAL DESIGN FOR FIELD STUDIES IN>LEADERSHIP<	106/57/OFFTR
	A STUDY OF>LEADERSHIP<IN ARMY INFANTRY PLATOONS/ JOB ANALYSIS	107/58/OFFTR
	>LEADERSHIP<IN ARMY INFANTRY PLATOONS: STUDY II/ ACTIVITIES QUESTIONNAIRE	107/60/OFFTR
	IDENTIFYING AND MEASURING>LEADERSHIP<CHARACTERISTICS OF THE OFFICER	107/61/OFFTR
	BASIC PROBLEMS IN SMALL-UNIT>LEADERSHIP<	107/62/OFFTR
	>LEADERSHIP<IN SMALL MILITARY UNITS- SOME RESEARCH FINDINGS	107/62/OFFTR
	A PROGRAM OF>LEADERSHIP<INSTRUCTION FOR JUNIOR OFFICERS	107/63/OFFTR
	>LEADERSHIP<AT SMALL UNIT LEVEL	108/65/OFFTR
	THE MAN IN THE MIDDLE-A MIXED ROLE/ OFFICERS/>LEADERSHIP<	108/66/OFFTR
	>LEADERSHIP<IN SMALL MILITARY UNITS	108/67/OFFTR
LEARNING	A COMPARISON OF CONSTRAINED AND RANDOM METRIC FIGURES IN PAIRED-ASSOCIATES>LEARNING<	180/67/BR-8
	PAIRED-ASSOCIATE TRANSFER BETWEEN CVCS FOR A-B, C-B & A-B, B-C PARADIGMS AFTER LOW LIST 1>LEARNING<	*180/67/BR-8
	SELF-INSTRUCTIONAL PROGRAM, TONAL DISCRIMINATION- IDENTIFICATION LESSONS, FOREIGN LANGUAGE>LEARNING<	* 39/64/CONTA
	PROGRAMMED>LEARNING<: PROLOGUE TO INSTRUCTION	172/67/ES-42
	ARE INITIAL RESPONSES TO A>LEARNING<SEQUENCE RANDOM?	191/58/GENRL
	>LEARNING<THEORY AND RESEARCH PARADIGMS APPLIED TO TRAINING RESEARCH: SOME DISSONANCES	198/64/GENRL
	>LEARNING<TO LEAD/ LEADERSHIP TRAINING	201/66/GENRL
	A GENERAL SYSTEMS APPROACH TO THE DEVELOPMENT AND MAINTENANCE OF OPTIMAL>LEARNING<CONDITION	68/67/IMPAC
	VERBAL>LEARNING<AND RETENTION AS A FUNCTION OF THE NUMBER OF COMPETING ASSOCIATIONS	79/56/LIMIT
	EFFECTIVENESS OF INCREASED REPETITION IN CLASSROOM>LEARNING<	79/57/LIMIT
	PROGRAMED>LEARNING<IN VIETNAMESE: CONSTRUCTION AND EVALUATION OF A SHORT PRACTICAL LANGUAGE COURSE	86/67/MALT
	VERBAL PAIRED-ASSOCIATE>LEARNING<AS A FUNCTION OF GROUPING SIMILAR STIMULI OR RESPONSES	90/63/METHO
	SUPPLEM, RPT- VERBAL PAIRED-ASSOCIATE>LEARNING<AS FUNCTION OF GROUPING SIMILAR STIMULI OR RESPONSES	* 91/64/METHO
	PROGRAMMED>LEARNING<AND LOW ALTITUDE OBSERVATION	103/63/OBSER
	SOME ATTITUDINAL FACTORS IN FOREIGN LANGUAGE>LEARNING<	124/67/REFIL
	A TEST OF A METHOD OF CONVERTING PROFICIENCY SCORES TO>LEARNING<TIME SCORES	131/64/RINGE
	WHOLE AND PART METHODS IN>LEARNING<A PERCEPTUAL MOTOR SKILL	167/55/WHOLE
LENGTH	STATISTICAL JUDGMENT: A STUDY OF MEAN>LENGTH<AND MEAN INCLINATION	199/64/GENRL
LENSATIC	CAPABILITIES AND LIMITATIONS OF THE>LENSATIC<COMPASS	110/59/PATRO
LESSON	SPECIAL>LESSON<PLANS- GASOLINE ENGINE FUEL SYSTEM	79/58/LIMIT
LEVELS	LEADERSHIP AT SENIOR>LEVELS<OF COMMAND	67/65/HIGHL
LIBERAL	THE GUIDING ASSUMPTIONS OF>LIBERAL<ARTS PROGRAMMING: A PSYCHOLOGIST'S VIEW	196/63/GENRL
LIFE	RELATION OF>LIFE<HISTORY, FAMILY BACKGROUND, INTELLIGENCE DATA TO PERFORMANCE IN STRESS SITUATIONS	* 51/56/FIGHT
LIFT	BRIEFING (TASK>LIFT<)	77/62/LIFT
	COLLECTED PAPERS PREPARED UNDER WORK UNIT>LIFT<: ARMY AVIATION HELICOPTER PILOT TRAINING	* 78/68/LIFT
LIGHT	LOCALIZATION OF PERIPHERAL>LIGHT<FLASHES	23/61/ARMRN
	THE EFFECTS OF TWO TYPES OF COORDINATE SYSTEMS ON LOCALIZATION OF PERIPHERAL>LIGHT<FLASHES	24/63/ARMRN
	THE EFFECT OF FLASH DURATION ON THE LOCALIZATION OF PERIPHERAL>LIGHT<FLASHES	24/63/ARMRN
	VISUAL DETECTION, IDENTIFICATION, AND LOCALIZATION: AN ANNOTATED BIBLIOGRAPHY/LOW>LIGHT<LEVELS	171/68/ES-27
	DEVELOPMENT OF PROFICIENCY TESTS FOR BASIC COMBAT AND>LIGHT<INFANTRY TRAINING	113/55/PROFI
	COMBAT SUBJECTS, PROFICIENCY LEVELS ESSENTIAL TO 1962 TRAINING,>LIGHT<WEAPON INFANTRYMAN, MOS 111.0	*129/58/RIFLE
	CRITICAL COMBAT SKILLS, KNOWLEDGES, PERFORMANCES REQUIRED, 1962>LIGHT<WEAPON INFANTRYMAN, MOS 111.0	*129/61/RIFLE
	EVAL OF>LIGHT<WEAPONS INFANTRYMEN, MOS 111.0, GRADUATES OF ADVANCED INDIVIDUAL TRNG COURSE ATP 7-17	*129/62/RIFLE
	DEVELOPMENT OF IMPROVED RIFLE SQUAD TACTICAL & PATROLLING PROGRAMS FOR>LIGHT<WEAPONS INFANTRYMAN	*130/65/RIFLE
LIMITATIONS	CAPABILITIES AND>LIMITATIONS<OF THE LENSATIC COMPASS	110/59/PATRO
LIMITED	A>LIMITED<LANGUAGE FOR OBTAINING COMBAT INFORMATION FROM POWS- A PILOT STUDY	38/60/CONTA
LITERACY	THE APPLICATION OF PROGRAMED INSTRUCTION TO FOREIGN LANGUAGE AND>LITERACY<TRAINING	199/65/GENRL
LITERATURE	REVIEW OF CONCEPTS AND>LITERATURE<ON CONTINGENCY MANAGEMENT	184/68/BR-18
	SUMMARY OF>LITERATURE<REVIEW OF EXTENDED OPERATIONS	170/64/ES-24
	A STUDY OF GROUPS: A REVIEW OF THE>LITERATURE<	189/53/GENRL
LITTLE BIG HORN	DISASTER AT>LITTLE BIG HORN<	200/65/GENRL
LIVE-FIRING	EVALUATION OF A SPECIAL>LIVE-FIRING<TRIGGER-SQUEEZE EXERCISE	156/54/TRIGG
LOAD	EFFECT OF INCREASING SIGNAL>LOAD<ON DETECTION PERFORMANCE OF A VIGILANCE TASK	197/64/GENRL
LOCALIZATION	>LOCALIZATION<OF PERIPHERAL LIGHT FLASHES	23/61/ARMRN
	AN EVALUATION OF FLASH>LOCALIZATION<PERFORMANCE WITH THE FIRE CONTROL SYSTEM OF THE M48 TANK	24/62/ARMRN
	FLASH>LOCALIZATION<AND RETICLE DESIGN	24/62/ARMRN
	THE EFFECTS OF TWO TYPES OF COORDINATE SYSTEMS ON>LOCALIZATION<OF PERIPHERAL LIGHT FLASHES	24/63/ARMRN
	THE EFFECT OF FLASH DURATION ON THE>LOCALIZATION<OF PERIPHERAL LIGHT FLASHES	24/63/ARMRN
	VISUAL DETECTION, IDENTIFICATION, AND>LOCALIZATION<: AN ANNOTATED BIBLIOGRAPHY/LOW LIGHT LEVELS	171/68/ES-27

LOCATION	EFFECT OF OBSERVER>LOCATION<, VIEWING METHOD ON TARGET DETECTION WITH 18-IN TANK-MOUNTED SEARCHLIGHT*	25/64/ARMRN
	THE EFFECTS OF MAP SCALE ON POSITION>LOCATION</AERIAL NAVIGATION TRAINING/ TARGET LOCATION	81/65/LOWEN
LOCUS	A DIFFERENTIAL COMPARISON OF TWO TYPES OF ELECTROPULSE ALPHABETS BASED ON>LOCUS<OF STIMULATION	37/67/COMTA
LOOP	TEST OF ACCURACY OF FIRE WITH THE>LOOP<SLING, COMBAT RIFLE SLING, HASTY SLING, AND WITHOUT A SLING	*153/55/TRANF
LORAN	THE APPLICATION AND TEST OF THE FORECAST CONCEPT OF ELECTRONICS MAINTENANCE ON NAVY>LORAN<EQUIPMENT	185/65/TAS
LOW	HUMAN FACTOR PROBLEMS ASSOCIATED WITH FLIGHT AT>LOW<ALTITUDE AND HIGH SPEED	193/60/GENRL
	ARMY>LOW<ALTITUDE NAVIGATION- SYSTEM CONSIDERATIONS AND PROCEDURAL SOLUTIONS	81/64/LOWEN
	SOME COMMENTS ON THE DISPLAY OF CARTOGRAPHIC INFORMATION FOR VERY>LOW<LEVEL FLIGHT	82/66/LOWEN
	TECHNIQUES FOR>LOW<ALTITUDE NAVIGATION: DIRECTION ESTIMATION FROM TACTICAL MAPS	82/67/LOWEN
	TRAINING RESEARCH ON>LOW<ALTITUDE VISUAL AERIAL OBSERVATION- DESCRIPTION OF FIVE FIELD EXPERIMENTS	*102/62/OBSER
	>LOW<ALTITUDE AERIAL OBSERVATION- AN EXPERIMENTAL COURSE OF INSTRUCTION	103/62/OBSER
	PROGRAMMED LEARNING AND>LOW<ALTITUDE OBSERVATION	103/63/OBSER
	PROGRAMED INSTRUCTION AND>LOW<ALTITUDE AERIAL OBSERVATION	103/64/OBSER
	AUTOMATED EDUCATION IN THE TRAINING OF>LOW<ALTITUDE AERIAL OBSERVERS	103/64/OBSER
LOW-ALTITUDE	FACTORS INFLUENCING THE VISUAL DETECTION AND RECOGNITION OF>LOW-ALTITUDE<AIRCRAFT	173/66/ES-46
	PICTORIAL NAVIGATION DISPLAYS AND>LOW-ALTITUDE<NAVIGATION	81/64/LOWEN
LOWENTRY	LET'S TAKE A LOOK AT NEW PROJECT: TASK>LOWENTRY</ NAVIGATION TRAINING	81/61/LOWEN
LOYALTY	DETERMINANTS OF>LOYALTY<AND DISAFFECTION IN CHINESE COMMUNIST SOLDIERS DURING KOREAN HOSTILITIES (U)	*150/56/TICK
LWI	RIFLEMAN OR>LWI<?	130/63/RIFLE
M-1	A STUDY OF THE EFFECTS OF MANIFEST ANXIETY AND SITUATIONAL STRESS ON>M-1<RIFLE FIRING	112/54/PRESS
M-33	THE AAFCS>M-33<MECHANIC- ANALYSIS OF FIELD ACTIVITIES AND PROBLEMS WITH IMPLICATIONS FOR TRAINING	117/54/RADAR
	A PERFORMANCE TEST FOR THE AAFCS>M-33<RADAR MECHANIC AND OBSERVATIONS ON TROUBLE SHOOTING BEHAVIOR	117/55/RADAR
	AAFCS>M-33<OPERATOR- ANALYSIS OF FIELD ACTIVITIES AND PROBLEMS WITH IMPLICATIONS FOR TRAINING	*117/55/RADAR
	THE AAFCS>M-33<OPERATOR- A MANUAL OF OPERATING PROCEDURES	118/56/RADAR
	AAFCS>M-33<MECHANIC PROFICIENCY TEST: I- COMPARISON OF MECHANICS WITH, WITHOUT FIELD EXPERIENCE	*118/57/RADAR
	THE AAFCS>M-33<MECHANIC PROFICIENCY TEST: PART II - DEVELOPMENT AND CROSS-VALIDATION	*118/57/RADAR
M-48	THE EFFECT OF FUEL CONSERVATION TRAINING ON>M-48<TANK GASOLINE CONSUMPTION	93/55/MOBIL
MACHINE-TAUGHT	A FEASIBILITY STUDY OF A SPECIAL,>MACHINE-TAUGHT<ORAL-AURAL RUSSIAN LANGUAGE COURSE	38/60/CONTA
MACHINES	MEN,>MACHINES<, AND THE SOFTWARE MIDDLE MAN/ ELECTRONICS MAINTENANCE/ TECHNICAL WRITERS	201/66/GENRL
MAINTAINING	TEN NEW CONCEPTS FOR>MAINTAINING<ELECTRONIC SYSTEMS	95/65/MOSAI
MAINTENANCE	PERFORMANCE TEST FOR COMPARING NIKE AJAX IFC>MAINTENANCE<MEN WITH AND WITHOUT EXPERIENCE	* 14/59/ACHIL
	ORDNANCE IFC ELECTRONICS>MAINTENANCE<- ACTIVITY ANALYSIS, IMPLICATIONS FOR TRAINING .PART I-- M-33	* 49/56/FICON
	ORDNANCE IFC ELECTRONICS>MAINTENANCE<- FIELD ACTIVITY ANALYSIS, TRAINING IMPLICATIONS, PART II- T-38*	49/57/FICON
	CUE RESPONSE ANALYSIS OF A>MAINTENANCE<TASK	62/58/FOREC
	INCREASING ELECTRONICS>MAINTENANCE<PROFICIENCY THROUGH CUE-RESPONSE ANALYSIS	62/59/FOREC
	DETERMINING TRNG REQUIREMENTS FOR ELECTRONIC SYSTEM>MAINT.<- NEW METHOD OF SKILL, KNOWLEDGE ANALYSIS*	62/60/FOREC
	USING CUES & RESPONSES TO TRANSLATE LOGICAL INTO PRACTICAL TROUBLESHOOTING/ ELECTRONICS>MAINT.<	* 63/61/FOREC
	FORECAST SYSTEMS ANALYSIS AND TRAINING METHODS FOR ELECTRONICS>MAINTENANCE<TRAINING	64/64/FOREC
	TWO JOBS FOR ONE IN ELECTRONIC>MAINTENANCE</ ELECTRONIC SYSTEMS ANALYSTS	64/65/FOREC
	ANNOTATED BIBLIOGRAPHY OF RESEARCH STUDIES IN AVIATION MECHANICAL>MAINTENANCE<TRAINING	190/57/GENRL
	SOME PROBLEMS IN THE DESCRIPTION OF JOBS FOR ELECTRONIC>MAINTENANCE<TRAINING	191/59/GENRL
	PSYCHOLOGICAL RESEARCH IN ELECTRONICS>MAINTENANCE<TRAINING	200/65/GENRL
	MEN, MACHINES, AND THE SOFTWARE MIDDLE MAN/ ELECTRONICS>MAINTENANCE</ TECHNICAL WRITERS	201/66/GENRL
	TECHNICAL MANUALS FOR>MAINTENANCE<SUPPORT: MAINTENANCE RATIONALE, RESEARCH FINDINGS, & PROJECTIONS	205/67/GENRL
	FROM RESEARCH TO PRACTICE IN ELECTRONICS>MAINTENANCE<TRAINING	205/68/GENRL
	DEVELOPMENT OF TRNG FOR 1ST ENLISTMENT PERSONNEL IN ELECTRONICS>MAINTENANCE<MOS'S: PARTS II, III, IV*	72/60/JOBTR
	THE TECHNICIAN AS A DATA PROCESSING SYSTEM WITHIN THE ELECTRONICS>MAINTENANCE<COMPLEX	72/63/JOBTR
	>MAINTENANCE<PERSONNEL AND TRAINING RESEARCH- A BIBLIOGRAPHY	83/58/MAINT
	RESEARCH ON MISSILE>MAINTENANCE<TECHNICIANS	83/60/MAINT
	A SURVEY OF ORGANIZATIONAL>MAINTENANCE<OF THE NIKE AJAX MISSILE	83/60/MAINT
	ELECTRONICS>MAINTENANCE<RESEARCH	83/61/MAINT
	THE IMPROVEMENT OF TROUBLESHOOTING PROFICIENCY THROUGH IMPROVED>MAINTENANCE<MANUALS	84/61/MAINT
	A SURVEY OF ORGANIZATIONAL>MAINTENANCE<OF THE MEDIUM TANK	93/58/MOBIL
	THE PERFORMANCE OF ORGANIZATIONAL MAINTENANCE BY TRACK VEHICLE MECHANICS AND>MAINTENANCE<SERGEANTS	93/64/MOBIL
	THE PERFORMANCE OF ORGANIZATIONAL>MAINTENANCE<BY TRACK VEHICLE MECHANICS AND MAINTENANCE SERGEANTS	93/64/MOBIL
	A DESCRIPTION AND ANALYTIC DISCUSSION OF TEN NEW CONCEPTS FOR ELECTRONICS>MAINTENANCE<	95/66/MOSAI
	ORDNANCE NIKE DETACHMENT ELECTRONICS>MAINT.<PERSONNEL- ANALYSIS OF ACTIVITIES, TRNG IMPLICATIONS	*101/57/NICOR
	PROGRESS REPORT ON TASK NICORD/ ORDNANCE GUIDED MISSILE>MAINTENANCE</ TRAINING	101/62/NICOR
	ANALYSIS OF ELECTRONIC>MAINTENANCE<TASKS	101/63/NICOR
	IDENTIFICATION OF ELECTRONICS>MAINTENANCE<TRAINING REQUIREMENTS	*101/64/NICOR
	A BIBLIOGRAPHY OF HUMAN FACTORS IN RADAR OPERATION AND>MAINTENANCE<	117/53/RADAR
	SUPPLEMENT TO A BIBLIOGRAPHY OF HUMAN FACTORS IN RADAR OPERATION AND>MAINTENANCE<	117/55/RADAR
	STUDIES OF FIELD ACTIVITIES OF ARMY ELECTRONICS>MAINTENANCE<PERSONNEL	117/55/RADAR
	DEVELOPMENT AND EVALUATION OF A PROGRAM OF INSTRUCTION FOR FIRE CONTROL TECHNICIANS/>MAINTENANCE<	*119/58/RADAR
	COLLECTED PAPERS PREPARED UNDER WORK UNIT RADAR: TRAINING RADAR OPERATORS &>MAINTENANCE<PERSONNEL	119/68/RADAR
	THE APPLICATION AND TEST OF THE FORECAST CONCEPT OF ELECTRONICS>MAINTENANCE<ON NAVY LORAN EQUIPMENT	185/65/TAS
	METHODS AND DEVICES FOR TEACHING DATA FLOW TO ELECTRONICS>MAINTENANCE<PERSONNEL	151/62/TRACE
	THE INFLUENCE OF TASK AND ENVIRONMENTAL VARIABLES ON THE>MAINTENANCE<OF VIGILANT PERFORMANCE	164/63/VIGIL
MAINTRAIN	PREPARATION OF>MAINTRAIN<TROUBLESHOOTING MANUALS	84/64/MAINT
MALFUNCTION	>MALFUNCTION<INDICATOR LISTS FOR THE M48A1 TANK	93/58/MOBIL
	THE EFFECTIVENESS OF VISUAL DEMONSTRATIONS OF SIGNS OF>MALFUNCTION<AND WEAR IN EQUIPMENT	93/62/MOBIL
MAN	A VIEW OF>MAN<'S ROLE AND FUNCTION IN A COMPLEX SYSTEM	175/68/ES-61
	FOCUS ON>MAN<	192/59/GENRL
	TRAINING RESEARCH UTILIZING>MAN<COMPUTER INTERACTIONS: PROMISE AND REALITY	197/63/GENRL
	A CONCEPT OF THE ROLE OF>MAN<IN AUTOMATED SYSTEMS	86/68/MANIC
MAN-MACHINE	IMPROVED MANUALS FOR>MAN-MACHINE<SYSTEMS THROUGH TASK ANALYSIS	194/61/GENRL
	COED - A DEVICE FOR THE EXPERIMENTAL STUDY OF>MAN-MACHINE<SYSTEMS	193/61/GENRL
MAN-RIFLE	THE>MAN-RIFLE<WEAPON IN ATOMIC WAR	191/58/GENRL
MANAGEMENT	REVIEW OF CONCEPTS AND LITERATURE ON CONTINGENCY>MANAGEMENT<	184/68/BR-18
	TOWARD BETTER ARMOR TRAINING>MANAGEMENT<	191/59/GENRL
	MILITARY APPLICATIONS OF PROGRAMED INSTRUCTION:>MANAGEMENT<CONSIDERATIONS IN PROGRAMED INSTRUCTION	199/65/GENRL
	PROFICIENCY TESTING- A TOOL FOR TRAINING>MANAGEMENT<	134/59/SAMOF
MANAGING	HUMAN RESOURCES RESEARCH IN>MANAGING<THE WEAPONS SYSTEM	160/58/UPSTR
MANDARIN	DEVELOPMENT AND EVALUATION OF A TACTICAL>MANDARIN<CHINESE LANGUAGE COURSE/ TONAL DISCRIMINATION	40/65/CONTA
MANEUVER	DESERT ROCK IV- REACTIONS OF AN ARMORED INFANTRY BATTALION TO AN ATOMIC BOMB>MANEUVER<	42/53/DR-IV
	SPREAD OF INFORMATION FOLLOWING AN ATOMIC>MANEUVER<	43/54/DR-V
MANEUVERS	PREPARATION OF SOLDIERS FOR ATOMIC>MANEUVERS<	42/54/DR-IV
	GAIN IN INFORMATION IN THE DESERT ROCK A-BOMB>MANEUVERS<	43/54/DR-V
MANIFEST	RIFLE MARKSMANSHIP AS A FUNCTION OF>MANIFEST<ANXIETY AND SITUATIONAL STRESS	112/54/PRESS
	A STUDY OF THE EFFECTS OF>MANIFEST<ANXIETY AND SITUATIONAL STRESS ON M-1 RIFLE FIRING	112/54/PRESS
MANIPULATION	THE OCCURRENCE, MEASUREMENT AND EXPERIMENTAL>MANIPULATION<OF VISUAL HALLUCINATIONS	178/62/BR-6
MANPACKED	RECORDS FIELD RADIO RPRMEN, III- FM TRANSMITTERS, RECEIVERS &>MANPACKED<SETS EXCEPT STANDARD FM SET	*126/56/REPAI
MANPOWER	GUIDELINES FOR>MANPOWER<TRAINING AS DEVELOPED BY HUMRRO	*205/68/GENRL
	PROJECTED>MANPOWER<NEEDS, AND TRAINING REQUIREMENTS FOR OPERATORS & USERS OF FUTURE STINFO SYSTEMS	*145/66/STINT
MANUAL	THE DEVELOPMENT AND EVALUATION OF AN IMPROVED ELECTRONICS TROUBLESHOOTING>MANUAL<	84/65/MAINT
	BASIC INSTRUCTION IN LAND NAVIGATION, PROFICIENCY TEST>MANUAL<	110/58/PATRO
	THE AAFCS M-33 OPERATOR- A>MANUAL<OF OPERATING PROCEDURES	118/56/RADAR
	>MANUAL<OF PROCEDURES FOR DERIVING TRAINING OBJECTIVES FOR JUNIOR OFFICERS	135/64/SAMOF
MANUALS	IMPROVED>MANUALS<FOR MAN-MACHINE SYSTEMS THROUGH TASK ANALYSIS	194/61/GENRL
	TECHNICAL>MANUALS<FOR MAINTENANCE SUPPORT: MAINTENANCE RATIONALE, RESEARCH FINDINGS, & PROJECTIONS	205/67/GENRL
	THE IMPROVEMENT OF TROUBLESHOOTING PROFICIENCY THROUGH IMPROVED MAINTENANCE>MANUALS<	84/61/MAINT
	PREPARATION OF MAINTRAIN TROUBLESHOOTING>MANUALS<	84/64/MAINT
MAP	THE EFFECT OF TRAINING ON ACCURACY OF ANGLE ESTIMATION/ AERIAL NAVIGATION TRAINING/>MAP<READING	81/65/LOWEN
	THE EFFECTS OF>MAP<SCALE ON POSITION LOCATION/AERIAL NAVIGATION TRAINING/ TARGET LOCATION	81/65/LOWEN
	TRAINING BASIC COMBAT SOLDIERS IN THE CRITICAL SKILLS OF>MAP<USING	88/55/MAPUS
	A SURVEY OF>MAP<SKILLS REQUIREMENTS	88/57/MAPUS
	IMPROVING THE ABILITY OF THE INDIVIDUAL SOLDIER TO EMPLOY A>MAP<AND COMPASS IN LAND NAVIGATION	110/57/PATRO

MAP-USING	THE>MAP-USING<PROFICIENCY OF BASIC TRAINEES	87/54/MAPRE
MAPS	TECHNIQUES FOR LOW ALTITUDE NAVIGATION: DIRECTION ESTIMATION FROM TACTICAL>MAPS<	82/67/LOWEN
MARGINAL	A STUDY OF CATEGORY IV PERSONNEL IN BASIC TRAINING/ REMEDIAL EDUCATION/>MARGINAL<PERSONNEL	31/66/CENTR
MARKMANSHIP	TRAINFIRE V- EXTENSION OF RESEARCH ON TRAINFIRE I RIFLE>MARKMANSHIP<COURSE	154/59/TRANF
MARKSMANSHIP	THE EFFECT OF FLINCHING ON M1 RIFLE>MARKSMANSHIP<	61/55/FLINC
	HOW FAST CAN YOU HIT HIM?/>MARKSMANSHIP<	193/60/GENRL
	WHY PRONE?/ RIFLE>MARKSMANSHIP<	195/62/GENRL
	RIFLE>MARKSMANSHIP<AS A FUNCTION OF MANIFEST ANXIETY AND SITUATIONAL STRESS	112/54/PRESS
	THE QUICK OR DEAD/ RIFLE COMBAT>MARKSMANSHIP<TRAINING	129/63/RIFLE
	THE EFFECT OF PERSONALIZED STOCKS ON RIFLE>MARKSMANSHIP<	153/54/TRANF
	TRAINFIRE I- A NEW COURSE IN BASIC RIFLE>MARKSMANSHIP<	153/55/TRANF
	THE TRAINFIRE>MARKSMANSHIP<TRAINING	153/56/TRANF
	SHOOT FAST AND STRAIGHT/ RIFLE>MARKSMANSHIP<TRAINING	153/57/TRANF
	OPERATION TRAINFIRE- A NEW IDEA IN TROOP TRAINING/>MARKSMANSHIP<	154/58/TRANF
	EXTENSION OF RESEARCH IN TRAINFIRE I BASIC RIFLE>MARKSMANSHIP<COURSE	156/58/TRANF
	IMPROVED SILHOUETTE TARGETS FOR>MARKSMANSHIP<TRAINING	156/58/TRANF
	WHATS WRONG WITH THE SQUAT?/ RIFLE>MARKSMANSHIP<	156/61/TRANF
	RELATION BETWEEN RIFLE STEADINESS &>MARKSMANSHIP<, EFFECT OF RIFLE TRAINING ON RIFLE STEADINESS	•167/54/WHOLE
	A COMPARISON OF WHOLE VERSUS PART METHODS OF>MARKSMANSHIP<TRAINING	167/54/WHOLE
	THE PREDICTION OF RIFLE>MARKSMANSHIP<	167/56/WHOLE
MASK	EFFECT OF WEARING THE CBR PROTECTIVE>MASK<UPON THE PERFORMANCE OF SELECTED INDIVIDUAL COMBAT SKILLS	•114/59/PROTE
	EFFECT OF WEARING THE CBR PROTECTIVE>MASK<UPON THE PERFORMANCE OF SELECTED INDIVIDUAL COMBAT SKILLS	•114/60/PROTE
MASKING	EFFECT OF PROTECTIVE>MASKING<ON SMOKE GENERATOR & FUEL SUPPLY TEAM PERFORMANCE: ARMY CHEMICAL CORPS	•114/59/PROTE
MASTER	THE UTILIZATION OF>MASTER<'S LEVEL PERSONNEL IN MILITARY TRAINING RESEARCH	192/60/GENRL
MATERIALS	PART III--HOW TO DESIGN THE HANDBOOK>MATERIALS<	• 72/60/JOBTR
	PART IV--HOW TO DESIGN TRAINING METHODS AND>MATERIALS<	• 72/60/JOBTR
	TRAINING>MATERIALS<FOR AERIAL OBSERVER INSTRUCTION IN BASIC VISUAL SKILLS	103/62/OBSER
	FOREIGN LANGUAGE PROGRAMMED>MATERIALS<: 1966	124/67/REFIL
	DEVELOPMENT OF TECHNICAL TRAINING>MATERIALS<FOR NIKE HERCULES JUNIOR OFFICER/ PROGRAMED INSTRUCTION	136/66/SAMOF
MATHEMATICAL	A STUDY OF>MATHEMATICAL<SKILLS REQUIREMENTS FOR BASIC ELECTRONICS IN THE US ARMY AIR DEFENSE SCHOOL	185/64/TAS
MEAN	STATISTICAL JUDGMENT: A STUDY OF>MEAN<LENGTH AND MEAN INCLINATION	199/64/GENRL
MEANING	CONDITIONING OF CONNOTATIVE>MEANING<AS A FUNCTION OF SENSORY DEPRIVATION AND SOCIAL ISOLATION	178/63/BR-6
MEASURE	TRAINING RESPONSE MODE, TEST FORM, AND>MEASURE<ON ACQUISITION OF SEMI-ORDERED FACTUAL MATERIALS	• 29/61/BASIC
	DEVELOPMENT OF A VERBAL>MEASURE<FOR USE IN STRESS STUDY	54/59/FIGHT
	DEVELOPMENT OF A>MEASURE<OF SKILL AT RECEIVING INTERNATIONAL MORSE CODE	120/57/RADOP
MEASUREMENT	NEED AGGRESSION>MEASUREMENT<	182/63/BR-10
	THE OCCURRENCE,>MEASUREMENT<AND EXPERIMENTAL MANIPULATION OF VISUAL HALLUCINATIONS	178/62/BR-6
	FIELD STRESS- A PRELIMINARY STUDY OF ITS STRUCTURE,>MEASUREMENT<, AND RELATIONSHIP TO COMBAT	52/57/FIGHT
	AN ANNOTATED BIBLIOGRAPHY ON PROFICIENCY>MEASUREMENT<FOR TRAINING QUALITY CONTROL	198/64/GENRL
	THE UTILITY OF DATA FROM FIELD PERFORMANCE>MEASUREMENT<	202/66/GENRL
	THE EFFECTS ON FLIGHT PROFICIENCY>MEASUREMENT<RELIABILITY OF DIFFERENCES ON CHECKPILOT STANDARDS	76/59/LIFT
	THE PROBLEM OF SIMPLE COMBINATION SCORES IN>MEASUREMENT<	87/55/MAPRE
	INTEGRATIVE BEHAVIOR VERSUS INDIVIDUAL SKILL>MEASUREMENT<AS PREDICTORS OF NAVIGATIONAL PERFORMANCE	129/62/RIFLE
	>MEASUREMENT<OF THE JOB PROFICIENCY OF NIKE AJAX PLATOON LEADERS	136/60/SAMOF
MEASURES	FOUR MOTIVE>MEASURES<	183/64/BR-10
	>MEASURES<OF ABILITY AND PROGRAMED INSTRUCTION PERFORMANCE/ INDIVIDUAL DIFFERENCES	183/65/BR-11
	INVARIANCE OF MOTIVATIONAL>MEASURES<DERIVED BY FACTOR ANALYSIS	50/56/FIGHT
	VALIDITY OF 2 TYPES STRESS-SENSITIVE>MEASURES<IN MILITARY FIELD STUDIES: EXPERIMENT AND DISCUSSION	• 54/59/FIGHT
	INTERCORRELATIONS OF TAYLOR MAS WITH CERTAIN OTHER PERSONALITY>MEASURES<AND A PHYSIOLOGICAL MEASURE	55/60/FIGHT
	VALIDITY AND RELIABILITY OF CERTAIN>MEASURES<OF PSYCHOLOGICAL STRESS	57/62/FIGHT
	INTERRELATIONSHIP OF THREE>MEASURES<OF MOTIVATION	193/61/GENRL
	AN INVESTIGATION OF TWO>MEASURES<OF PALMAR SWEAT UNDER FIELD CONDITIONS	169/55/YUCCA
MEASURING	A TEST-RETEST STUDY OF TWO TESTS>MEASURING<MECHANICAL ABILITY	54/59/FIGHT
	INSTRUCTIONAL OBJECTIVES, AND>MEASURING<SUCCESS OF INSTRUCTION	69/66/INGO
	IDENTIFYING AND>MEASURING<LEADERSHIP CHARACTERISTICS OF THE OFFICER	107/61/OFFTR
	POSSIBLE COMBAT APPLICATION OF EXPERIMENTAL STEALTH>MEASURING<DEVICE	110/59/PATRO
MECHANIC	THE AAFCS M-33>MECHANIC<- ANALYSIS OF FIELD ACTIVITIES AND PROBLEMS WITH IMPLICATIONS FOR TRAINING	117/54/RADAR
	A PERFORMANCE TEST FOR THE AAFCS M-33 RADAR>MECHANIC<AND OBSERVATIONS ON TROUBLE SHOOTING BEHAVIOR	117/55/RADAR
	THE AAFCS M-33>MECHANIC<PROFICIENCY TEST: PART II - DEVELOPMENT AND CROSS-VALIDATION	•118/57/RADAR
	AAFCS M-33>MECHANIC<PROFICIENCY TEST: I- COMPARISON OF MECHANICS WITH, WITHOUT FIELD EXPERIENCE	•118/57/RADAR
MECHANICAL	A TEST-RETEST STUDY OF TWO TESTS MEASURING>MECHANICAL<ABILITY	54/59/FIGHT
	ANNOTATED BIBLIOGRAPHY OF RESEARCH STUDIES IN AVIATION>MECHANICAL<MAINTENANCE TRAINING	190/57/GENRL
MECHANICS	THE DEVELOPMENT OF PERFORMANCE CRITERIA FOR TURRET>MECHANICS<	93/61/MOBIL
	THE PERFORMANCE OF ORGANIZATIONAL MAINTENANCE BY TRACK VEHICLE>MECHANICS<AND MAINTENANCE SERGEANTS	93/64/MOBIL
	A THREE-HOUR PERFORMANCE TEST TO EVALUATE JOB EFFECTIVENESS OF ARMY RADAR>MECHANICS<	118/55/RADAR
	AAFCS M-33 MECHANIC PROFICIENCY TEST: I- COMPARISON OF>MECHANICS<WITH, WITHOUT FIELD EXPERIENCE	•118/57/RADAR
MEDIA	THE ROLE OF>MEDIA<IN EDUCATION AND TRAINING	192/59/GENRL
MEDIATION	VERBAL>MEDIATION<IN REVERSE ASSOCIATION- THE ROLE OF TEMPORAL FACTORS	180/65/03/BR
MEDICAL	MEDICORPS STUDY FINDINGS FOR>MEDICAL<OFFICERS IN VARIOUS TYPES OF INSTALLATIONS VARIOUS THEATRES	• 89/53/MEDIC
	>MEDICAL<OFFICERS OPINIONS ON PROFESSIONAL AND PERSONAL PROBLEMS OF ARMY SERVICE	89/53/MEDIC
MEMORIZING	EFFECTS OF GRAMMATICAL FACTORS & AMOUNT OF MATERIAL ON>MEMORIZING<PARAGRAPHS, SENTENCES, WORD LISTS	•179/67/BR-7
MEMORY	EFFECTS OF AMOUNT OF INTERPOLATED ACTIVITY IN SHORT-TERM>MEMORY<	180/67/BR-8
	SHORT-TERM>MEMORY<: AN ANNOTATED BIBLIOGRAPHY	201/65/GENRL
MEN	REACTIONS OF>MEN<UNDER STRESS TO A PICTURE PROJECTIVE TEST	52/57/FIGHT
	>MEN<, MACHINES, AND THE SOFTWARE MIDDLE MAN/ ELECTRONICS MAINTENANCE/ TECHNICAL WRITERS	201/66/GENRL
MENTAL	PERFORMANCE OF>MENTAL<DEFICIENTS ON A SIMPLE VIGILANCE TASK	193/61/GENRL
METER	AN EVALUATION OF AN EXPERIMENTAL>METER<READING TRAINER	148/60/TEXTR
METHOD	BASIC ELECTRONICS FOR MINIMALLY QUALIFIED MEN- EXPERIMENTAL EVALUATION OF A>METHOD<OF PRESENTATION	• 79/60/LIMIT
	A>METHOD<FOR STUDYING LEADERSHIP	106/57/OFFTR
	THE FUNCTIONAL CONTEXT>METHOD<OF INSTRUCTION	128/60/REPAI
METHODOLOGICAL	THE SYSTEMS CONCEPT AS A PRINCIPLE OF>METHODOLOGICAL<DECISION	195/62/GENRL
	>METHODOLOGICAL<CONSIDERATIONS- STUDY OF MOTIVATIONS OF THE CHINESE COMMUNIST FORCES IN KOREA	•150/56/TICK
METHODOLOGY	ELEMENTS OF A>METHODOLOGY<FOR PROSE-LEARNING RESEARCH	179/66/BR-7
	TRAINING>METHODOLOGY<AND TRAINING RESEARCH: THEIR APPLICATION IN DEVELOPMENT OF TRAINING PROGRAMS	•192/59/GENRL
METHODS	PART IV--HOW TO DESIGN TRAINING>METHODS<AND MATERIALS	• 72/60/JOBTR
	THE EFFECTIVENESS OF DIFFERENT TRAINING>METHODS<IN SCHOOL SITUATIONS	79/55/LIMIT
	SEVERAL>METHODS<OF TEACHING CONTOUR INTERPRETATION	88/57/MAPUS
	AN INVESTIGATION OF SEVERAL>METHODS<OF TEACHING CONTOUR INTERPRETATION	88/57/MAPUS
	THE EFFECT OF DIFFERENT>METHODS<OF MOTIVATING MEN TO APPLY FOR OCS	104/54/OCS
	RESEARCH ON>METHODS<OF INTERVIEWING FOREIGN INFORMANTS/ INTERROGATION/ POW	131/56/RIM
	EXPLORATORY INVESTIGATIONS CONDUCTED FOR PLANNING A RESEARCH PROGRAM ON INSTRUCTIONAL>METHODS<	•148/61/TEXTR
METRIC	A COMPARISON OF CONSTRAINED AND RANDOM>METRIC<FIGURES IN PAIRED-ASSOCIATES LEARNING	180/67/BR-8
MILITARY	A SURVEY OF HUMAN FACTORS IN>MILITARY<NIGHT OPERATIONS (WITH SPECIAL APPLICATION TO ARMOR)	22/57/ARMRN
	BASIC>MILITARY<INFORMATION AND COMBAT EFFECTIVENESS	27/55/BASIC
	ADVISOR AND COUNTERPART ACTIVITIES IN THE>MILITARY<ASSISTANCE PROGRAM IN THE REPUBLIC OF CHINA	169/65/ES-2
	STATEMENTS OF CAREER INTENTIONS: THEIR RELATIONSHIP TO>MILITARY<RETENTION PROBLEMS	172/68/ES-38
	HUMAN FACTORS IN THE OPERATION OF U.S.>MILITARY<UNITS AUGMENTED WITH INDIGENOUS TROOPS	172/67/ES-40
	METHODOLOGY OF ESTABLISHING>MILITARY<RESEARCH REQUIREMENTS	191/58/GENRL
	RESEARCH IN>MILITARY<LABORATORIES	192/60/GENRL
	SELECTED CURRENT RESEARCH IN>MILITARY<PSYCHOLOGY	195/61/GENRL
	A REVIEW OF RECENT RESEARCH AND DEVELOPMENT ON>MILITARY<LEADERSHIP, COMMAND, AND TEAM FUNCTION	199/64/GENRL
	A>MILITARY<CAREER	199/64/GENRL
	>MILITARY<APPLICATIONS OF PROGRAMED INSTRUCTION; MANAGEMENT CONSIDERATIONS IN PROGRAMED INSTRUCTION	199/65/GENRL
	FACTORS AFFECTING THE LEVEL OF BASIC>MILITARY<KNOWLEDGE OF ACTIVE ARMY ENLISTED PERSONNEL	• 74/55/KNOWH
	A PILOT STUDY OF THE RETENTION OF BASIC>MILITARY<SUBJECT MATTER AFTER SEPARATION FROM THE SERVICE	74/55/KNOWH
	BASIC>MILITARY<KNOWLEDGE IN THE ARMY RESERVE	74/56/KNOWH
	BASIC>MILITARY<KNOWLEDGE IN THE ACTIVE DUTY, ARMY	74/57/KNOWH

MILITARY	THE DESIGN OF CROSS-CULTURAL TRAINING FOR>MILITARY<ADVISORS	87/66/MAP
	LEADERSHIP IN SMALL>MILITARY<UNITS- SOME RESEARCH FINDINGS	107/62/OFFTR
	LEADERSHIP IN SMALL>MILITARY<UNITS	103/67/OFFTR
	TRAINING REQUIREMENTS FOR THE GENERAL>MILITARY<SCIENCE CURRICULUM OF THE ARMY ROTC PROGRAM	132/67/ROCOM
	DEVELOPMENT OF 2 AUTOMATED PROGRAMS FOR TEACHING>MILITARY<JUSTICE TO MEN OF VARITUS APTITUDE LEVELS	142/68/SPECT
	RETENTION OF>MILITARY<SKILLS ACQUIRED IN BASIC COMBAT TRAINING	146/67/STRAN
	>MILITARY<CONTROL - A FREQUENTLY MISSED TRAINING OPPORTUNITY	149/61/TEXTR
MILITARY-POLIT	TRAD. ORIENTATIONS TO SOCIAL RELATIONS IN CHINESE RESPONSES TO COMMUNIST>MILITARY-POLITICAL<CONTROL	*150/58/TICK
MINIATURE	THE>MINIATURE<ARMOR BATTLEFIELD	159/60/UNIT
	$600 TANKS EMBATTLED/>MINIATURE<ARMOR BATTLEFIELD	159/63/UNIT
MINIMALLY	BASIC ELECTRONICS FOR>MINIMALLY<QUALIFIED MEN- EXPERIMENTAL EVALUATION OF A METHOD OF PRESENTATION	* 79/60/LIMIT
MISSILE	TRNG FOR SIMULATORS OF REMOTE CONTROL HUMAN-GUIDED>MISSILE<SYSTEMS--3 ATGM GUNNER TRNG PROGRAMS (U)	* 60/62/FIREP
	TRNG FOR SIMULATORS OF REMOTE CONTROL HUMAN-GUIDED>MISSILE<SYSTEMS--COMPONENT AND TOTAL SKILL EXER.	* 60/62/FIREP
	A SURVEY OF ORGANIZATIONAL MAINTENANCE OF THE NIKE AJAX>MISSILE<	83/60/MAINT
	RESEARCH ON>MISSILE<MAINTENANCE TECHNICIANS	83/60/MAINT
	A DESCRIPTION OF WORK FLOW IN SUPPORT OF A HAWK>MISSILE<SYSTEM	95/64/MOSAI
	RESEARCH ON AIR DEFENSE>MISSILE<OFFICERS	134/60/SAMOF
	SOURCES OF VARIABILITY IN>MISSILE<UNIT EVALUATIONS/ OPERATIONAL READINESS TESTS/ UNIT PROFICIENCY	165/66/VIGIL
MOCK	THE EFFECT OF>MOCK<TOWER HEIGHT IN AIRBORNE TRAINING	67/56/HILO
MOCKUP	FORECAST>MOCKUP<SYSTEM TECHNICAL DESCRIPTION	63/61/FOREC
MODEL	>MODEL<SIMULATOR STUDIES OF THE VISIBILITY OF MILITARY TARGETS AT NIGHT	23/58/ARMRN
	A CONCEPTUAL>MODEL<OF BEHAVIOR UNDER STRESS, WITH IMPLICATIONS FOR COMBAT TRAINING	58/66/FIGHT
	A>MODEL<OF JUNIOR OFFICER JOBS FOR USE IN DEVELOPING TASK INVENTORIES/ JOB ANALYSIS	135/65/SAMOF
MODELS	>MODELS<OF AND FOR TRAINING	201/66/GENRL
	TRAINING>MODELS<	202/66/GENRL
MODES	METHOD OF PRESENTATION,>MODES<, RESPONSE CATEGORY KNOWLEDGE OF RESULTS ON VIGILANCE TASK DETECTION	*199/64/GENRL
MOISTURE	ELECTROPULSE RESPONSIVITY TO CHANGES IN SKIN>MOISTURE<	37/67/COMTA
MONETARY	>MONETARY<INCENTIVES AND VIGILANCE	164/64/VIGIL
MONITORING	EFFECTS OF INTELLIGENCE ON SIGNAL DETECTION IN VISUAL AND AUDITORY>MONITORING<	194/61/GENRL
	EFFECTS OF PRACTICE ON VISUAL>MONITORING<	194/61/GENRL
	VIGILANCE PERFORMANCE AS A FUNCTION OF PAIRED>MONITORING<	162/62/VIGIL
MONITORS	SIGNAL DETECTION BY MULTIPLE>MONITORS<	195/62/GENRL
MONOTONOUS	THE RELATIONSHIP BETWEEN VIGILANCE AND>MONOTONOUS<WORK	201/66/GENRL
MONOTONY	EFFECTIVENESS OF VARIATIONS IN CODE PRACTICE/ MOTIVATION/>MONOTONY<	120/58/RADOP
MOONLIGHT	>MOONLIGHT<AND NIGHT VISIBILITY	147/64/SWING
MORALE	A SURVEY ON>MORALE<AND LEADERSHIP AS AFFECTED BY THE ATFA-1 ARMORED DIVISION	190/55/GENRL
	DEPENDENCY ON SUPERVISORS, PROFICIENCY AND>MORALE<IN GUIDED MISSILE BATTERIES	80/60/LCCKO
MORSE	DEVELOPMENT OF A MEASURE OF SKILL AT RECEIVING INTERNATIONAL>MORSE<CODE	120/57/RADOP
	EXPERIMENTAL STUDIES OF SKILL IN COPYING INTERNATIONAL>MORSE<CODE/ MOTIVATION	120/60/RADOP
MOS	COMBAT SUBJECTS, PROFICIENCY LEVELS ESSENTIAL TO 1962 TRAINING, LIGHT WEAPON INFANTRYMAN,>MOS<111.0	*129/58/RIFLE
	CRITICAL COMBAT SKILLS, KNOWLEDGES, PERFORMANCES REQUIRED, 1962 LIGHT WEAPON INFANTRYMAN,>MOS<111.0	*129/61/RIFLE
	EVAL OF LIGHT WEAPONS INFANTRYMEN,>MOS<111.0, GRADUATES OF ADVANCED INDIVIDUAL TRNG COURSE ATP 7-17	*129/62/RIFLF
MOTIVATING	THE EFFECT OF DIFFERENT METHODS OF>MOTIVATING<MEN TO APPLY FOR OCS	104/54/OCS
MOTIVATION	PRELIMINARY STUDY OF>MOTIVATION<AND INCENTIVES IN BASIC COMBAT TRAINING	31/68/CENTR
	INTERRELATIONSHIP OF THREE MEASURES OF>MOTIVATION<	193/61/GENRL
	REPORT OF THE LEADERSHIP ORIENTATION AND>MOTIVATION<STUDY AREA OF NCO II	97/63/NCO
	RESEARCH ON>MOTIVATION<AND ATTRITION PROBLEMS OF THE ARMY OFFICER CANDIDATE SCHOOLS/ OCS	104/54/OCS
	PREDICTING>MOTIVATION<TO COMPLETE OCS WITH INTEREST INVENTORIES	105/55/OCS
	EFFECTIVENESS OF VARIATIONS IN CODE PRACTICE/>MOTIVATION</ MONOTONY	120/58/RADOP
	EXPERIMENTAL STUDIES OF SKILL IN COPYING INTERNATIONAL MORSE CODE/>MOTIVATION<	120/60/RADOP
	COHESIVENESS AND>MOTIVATION<	121/63/RAID
	JOB OBJECTIVES AND>MOTIVATION<	135/63/SAMOF
	CHANGES IN STUDENT>MOTIVATION<AT AN ARMY TECHNICAL TRAINING SCHOOL	168/55/WIGWA
MOTIVATIONAL	INVARIANCE OF>MOTIVATIONAL<MEASURES DERIVED BY FACTOR ANALYSIS	50/56/FIGHT
MOTIVATIONS	METHODOLOGICAL CONSIDERATIONS- STUDY OF>MOTIVATIONS<OF THE CHINESE COMMUNIST FORCES IN KOREA	*150/56/TICK
	>MOTIVATIONS<OF CHINESE COMMUNIST SOLDIERS: BASIS FOR RESEARCH SUPPORTING MILIT PSYCHOLOGICAL WARFARE	*150/58/TICK
MOTIVE	FOUR>MOTIVE<MEASURES	183/64/BR-10
MOTOR	WHOLE AND PART METHODS IN LEARNING A PERCEPTUAL>MOTOR<SKILL	167/55/WHOLE
MUNSELL	ABSOLUTE IDENTIFICATION OF>MUNSELL<HUES UNDER RED ILLUMINATION	23/51/ARMRN
MUSIC	CATALOGUE OF>MUSIC<RECORDINGS FOR PROPAGANDA BROADCASTS TO SELECTED COMMUNIST COUNTRIES (U)	155/54/TREBL
	COMMUNIST VULNERABILITIES TO THE USE OF>MUSIC<IN PSYCHOLOGICAL WARFARE (U)	155/54/TREBL
M1	THE EFFECT OF FLINCHING ON>M1<RIFLE MARKSMANSHIP	61/55/FLINC
	MOONLIGHT II- TRAINING THE INFANTRY SOLDIER TO FIRE THE>M1<RIFLE AT NIGHT	94/54/MOONL
	ACCURACY OF>M1<RIFLE SCORES OBTAINED ON THE KNOWN-DISTANCE RANGE	167/54/WHOLE
M14	THE>M14<AUTOMATIC?	129/62/RIFLE
M48	AN EVALUATION OF FLASH LOCALIZATION PERFORMANCE WITH THE FIRE CONTROL SYSTEM OF THE>M48<TANK	24/62/ARMRN
	AN ANALYSIS OF THE>M48<TROOP TEST FIRING DATA (U)	65/55/GUNNF
M48A1	MALFUNCTION INDICATOR LISTS FOR THE>M48A1<TANK	93/58/MOBIL
M551	CREW DUTIES AND TASKS FOR OPERATION OF THE>M551</MAIN BATTLE TANK	89/68/MBT
M60	HUMAN FACTORS EVALUATION OF THE TANK, COMBAT FULL TRACKED- 105MM GUN,>M60<	59/61/FIREP
NAP-OF-THE-EARTH	AVIATOR PERFORMANCE IN THE LIGHT WEAPONS HELICOPTER DURING>NAP-OF-THE-EARTH<FLIGHT	66/64/HELFI
NATIONAL	COMMITTEE PROBLEM-SOLVING TECHNIQUES AT THE>NATIONAL<WAR COLLEGE	112/54/POLIC
NATO	RCAF EXPERIENCE WITH THE TRAINING OF>NATO<AIRCREW	193/60/GENRL
NAVIGATION	LET'S TAKE A LOOK AT NEW PROJECT: TASK LOWENTRY/>NAVIGATION<TRAINING	81/61/LOWEN
	ARMY LOW ALTITUDE>NAVIGATION<- SYSTEM CONSIDERATIONS AND PROCEDURAL SOLUTIONS	81/64/LOWEN
	PICTORIAL>NAVIGATION<DISPLAYS AND LOW-ALTITUDE NAVIGATION	81/64/LOWEN
	PICTORIAL NAVIGATION DISPLAYS AND LOW-ALTITUDE>NAVIGATION<	81/64/LOWEN
	THE EFFECTS OF MAP SCALE ON POSITION LOCATION/AERIAL>NAVIGATION<TRAINING/ TARGET LOCATION	81/65/LOWEN
	THE EFFECT OF TRAINING ON ACCURACY OF ANGLE ESTIMATION/ AERIAL>NAVIGATION<TRAINING/ MAP READING	91/65/LOWEN
	TECHNIQUES FOR LOW ALTITUDE>NAVIGATION<: DIRECTION ESTIMATION FROM TACTICAL MAPS	82/67/LOWEN
	IDENTIFICATION OF IMPORTANT SKILLS IN FIELD>NAVIGATION<	88/56/MAPUS
	IDENTIFICATION OF THE IMPORTANT SKILLS IN DAYLIGHT LAND>NAVIGATION<	88/57/MAPUS
	IMPROVING THE ABILITY OF THE INDIVIDUAL SOLDIER TO EMPLOY A MAP AND COMPASS IN LAND>NAVIGATION<	110/57/PATRO
	BASIC INSTRUCTION IN LAND>NAVIGATION<, PROFICIENCY TEST MANUAL	110/58/PATRO
	INSTRUCTOR'S GUIDE, PATROL I, LAND>NAVIGATION<- BASIC INSTRUCTION	110/59/PATRO
	A PERFORMANCE REQUIREMENT FOR BASIC LAND>NAVIGATION<	110/60/PATRO
	DEVELOPMENT AND EVALUATION OF A PROGRAM OF INSTRUCTION IN BASIC LAND>NAVIGATION<	110/61/PATRO
	INSTRUCTOR'S GUIDE - ADVANCED LAND>NAVIGATION<: A PROTOTYPE COURSE	129/63/RIFLE
	A SERIES OF EXPERIMENTAL INVESTIGATIONS OF THE LAND>NAVIGATION<PROCESS	130/64/RIFLE
	ADVANCED LAND>NAVIGATION<: DEVELOPMENT AND EVALUATION OF A PROTOTYPE PROGRAM OF INSTRUCTION	130/64/RIFLE
NAVIGATIONAL	INTEGRATIVE BEHAVIOR VERSUS INDIVIDUAL SKILL MEASUREMENT AS PREDICTORS OF>NAVIGATIONAL<PERFORMANCE	129/62/RIFLE
NAVY	THE APPLICATION AND TEST OF THE FORECAST CONCEPT OF ELECTRONICS MAINTENANCE ON>NAVY<LORAN EQUIPMENT	185/65/TAS
NCO	A FOLLOW-UP STUDY OF>NCO<LEADERS SCHOOL GRADUATES	189/53/GENRL
	INTEGRATED AND INFORMAL LEADERSHIP TRAINING AND FUNDAMENTAL LEADERSHIP SKILLS STUDY AREAS OF>NCO<II	* 98/63/NCO
	AUTOMATION OF A PORTION OF>NCO<LEADERSHIP PREPARATION TRAINING	99/66/NCO
	THE APPRENTICE LEADER- PREPARATION FOR A ROLE/>NCO<	98/66/NCO
	IMPLEMENTATION AND UTILIZATION OF THE LEADER PREPARATION PROGRAM/>NCO<	99/67/NCO
	PRELIMINARY ASSESSMENT OF THREE>NCO<LEADERSHIP PREPARATION TRAINING SYSTEMS	99/67/NCO
NCOS	THE CORRECTIVE ACTION QUESTIONNAIRE- DEVELOPMENT AND ADMINISTRATION TO OFFICERS AND>NCOS</ ATTITUDES	31/66/CENTR
NEED	>NEED<AGGRESSION MEASUREMENT	182/63/BR-10
	EFFECT OF KNOWLEDGE OF RESULTS ON TEST PERFORMANCE AS FUNCTION OF>NEED<ACHIEVEMENT AND TEST ANXIETY,	*182/63/BR-10
NEEDS	IDENTIFYING TRAINING>NEEDS<AND TRANSLATING THEM INTO RESEARCH REQUIREMENTS	195/62/GENRL
	PROJECTED MANPOWER>NEEDS<, AND TRAINING REQUIREMENTS FOR OPERATORS & USERS OF FUTURE STINFO SYSTEMS	*145/66/STINT
NEW	AN EVALUATION OF A>NEW<RETICLE DESIGN SYSTEM FOR GUNLAYING AGAINST FLASHES	25/64/ARMRN
NICORD	PROGRESS REPORT ON TASK>NICORD</ ORDNANCE GUIDED MISSILE MAINTENANCE/ TRAINING	101/62/NICOR
NIGHT	A SURVEY OF HUMAN FACTORS IN MILITARY>NIGHT<OPERATIONS (WITH SPECIAL APPLICATION TO ARMOR)	22/57/ARMRN
	MODEL SIMULATOR STUDIES OF THE VISIBILITY OF MILITARY TARGETS AT>NIGHT<	23/58/ARMRN

NIGHT	VICTORY BEFORE DAWN/ ARMOR>NIGHT<GUNNERY	23/59/ARMRN
	AN APPRAISAL OF SOME>NIGHT<TRAINING PROBLEMS IN ARMOR UNITS OF SEVENTH UNITED STATES ARMY (U)	23/61/ARMRN
	THE EFFECTS OF PRACTICE ON THE PERFORMANCE OF BASIC ARMOR SKILLS AT>NIGHT<	23/61/ARMRN
	COMPARISON OF STEREOSCOPIC, M12, & COINCIDENCE, T43, RANGE FINDERS- RANGE DETERMINATION AT>NIGHT<	* 59/59/FIREP
	MOONLIGHT II- TRAINING THE INFANTRY SOLDIER TO FIRE THE M1 RIFLE AT>NIGHT<	94/54/MOONL
	MOONLIGHT IV- TRAINING THE RIFLE SQUAD IN>NIGHT<TECHNIQUE OF FIRE	94/55/MOONL
	INVESTIGATION INDIVIDUAL>NIGHT<RIFLE FIRING UNDER ILLUMINATION RANGING FROM NO MOON THRU FULL MOON	* 94/56/MOONL
	EXPERIMENTAL TRAINING IN>NIGHT<TECHNIQUE OF FIRE AND SQUAD TACTICS	94/59/MOONL
	PROVISIONAL CORE CURRICULUM, INFANTRY>NIGHT<OPERATION TRAINING- CONCEPTUALIZATION, PROPOSED CONTENT	*147/60/SWING
	MOONLIGHT AND>NIGHT<VISIBILITY	147/64/SWING
NIGHTTIME	>NIGHTTIME<COORDINATION OF RIFLE FIRE BY SYSTEMATIC RULES RATHER THAN BY CONTROL OF A LEADER	94/55/MOONL
NIKE	JOB PERFORMANCE TESTS, DETAILED DESCRIPTION OF PERFORMANCE TESTS FOR>NIKE<IFC TECHNICIANS	* 15/59/ACHIL
	PERFORMANCE TEST FOR COMPARING>NIKE<AJAX IFC MAINTENANCE MEN WITH AND WITHOUT EXPERIENCE	* 14/59/ACHIL
	STUDY OF HUMAN FACTORS IN OPERATION OF>NIKE<AJAX SYSTEM, PART I: TRAINING PROBLEMS & REQUIREMENTS	* 35/58/CLASS
	HUMAN FACTORS IN OPERATION OF>NIKE<AJAX SYSTEM, II: SHOOTING TEAM--RECOMMENDED OPERATING PROCEDURES	* 35/58/CLASS
	A STUDY OF HUMAN FACTORS IN THE OPERATION OF THE>NIKE<AJAX SYSTEM, PART III- TECHNICAL APPENDICES	35/58/CLASS
	SNAP PROGRAMING- TROUBLESHOOTING THE IMPROVED>NIKE<HERCULES HIPAR TRANSMITTER	63/64/FOREC
	HUMRRO PRESENTATIONS TO THIRD MEETING OF>NIKE<ZEUS TRAINING PANEL, ORDNANCE GUIDED MISSILE SCHOOL	192/59/GENRL
	THE DEVELOPMENT AND EVALUATION OF ON-SITE TRAINING FOR>NIKE<INTEGRATED FIRE CONTROL OPERATORS	80/58/LOCKD
	A SURVEY OF ORGANIZATIONAL MAINTENANCE OF THE>NIKE<AJAX MISSILE	83/60/MAINT
	TROUBLES REPORTED BY ELECTRONICS REPAIR PERSONNEL IN>NIKE<ORDNANCE DETACHMENTS	101/57/NICOR
	ORDNANCE>NIKE<DETACHMENT ELECTRONICS MAINT. PERSONNEL- ANALYSIS OF ACTIVITIES, TRNG IMPLICATIONS	*101/57/NICOR
	JOB REQUIREMENTS OF>NIKE<AJAX BATTERY OFFICERS	134/58/SAMOF
	THE DEVELOPMENT OF JOB DESCRIPTIONS FOR>NIKE<AJAX BATTERY OFFICERS	134/59/SAMOF
	WEIGHTED SCORES, RANKS, C-SCALE SCORES, EVAL ACTIVITIES OF JOB DESCRIPTIONS,>NIKE<AJAX BATTERY OFF.	*134/59/SAMOF
	MEASUREMENT OF THE JOB PROFICIENCY OF>NIKE<AJAX PLATOON LEADERS	134/60/SAMOF
	THE REVISION OF>NIKE<PLATOON LEADER JOB DESCRIPTIONS- AJAX TO HERCULES	134/60/SAMOF
	DEVELOPMENT OF TECHNICAL TRAINING MATERIALS FOR>NIKE<HERCULES JUNIOR OFFICER/ PROGRAMED INSTRUCTION	136/66/SAMOF
	DEVELOPMENT AND USE OF PROFICIENCY TESTS FOR>NIKE<SYSTEM LAUNCHING PLATOON OPERATORS	161/61/VI[illegible]L
NOISE	EFFECTS OF INTENSE>NOISE<ON PROCESSING OF CUTANEOUS INFORMATION OF VARYING COMPLEXITY	171/65/E[illegible]-30
	THE ACCURACY OF TWO MODES OF RADAR TRACKING FOR TWO VISUAL>NOISE<LEVELS	161/60/VIGIL
	DETECTABILITY ON A PPI SCOPE AS A FUNCTION OF TARGET VELOCITY AND>NOISE<LEVEL	161/61/VIGIL
NON-FIGHTERS	FIGHTER I- AN ANALYSIS OF COMBAT FIGHTERS AND>NON-FIGHTERS<	52/57/FIGHT
NONCOMMISSIONED	A CRITICAL INCIDENT STUDY OF INFANTRY, AIRBORNE, AND ARMORED JUNIOR>NONCOMMISSIONED<OFFICERS	96/58/NCO
	OBSERVATIONS ON A NUMBER OF>NONCOMMISSIONED<OFFICER ACADEMIES	96/58/NCO
	RESEARCH ON THE TRAINING OF>NONCOMMISSIONED<OFFICERS. PROGRESS REPORT- NCO I	97/60/NCO
	RESEARCH ON THE TRAINING OF>NONCOMMISSIONED<OFFICERS, A SUMMARY REPORT OF PILOT STUDIES/ LEADERSHIP	98/65/NCO
	EVALUATION OF THREE EXPERIMENTAL SYSTEMS FOR>NONCOMMISSIONED<OFFICER TRAINING	100/67/NCO
	A PROGRAM FOR DEVELOPING POTENTIAL>NONCOMMISSIONED<OFFICERS	99/67/NCO
NONREDUNDANT	VIGILANCE PERFORMANCE UNDER CONDITIONS OF REDUNDANT AND>NONREDUNDANT<SIGNAL PRESENTATION	196/63/GENRL
NORM	THE EFFECT OF SENSORY DEPRIVATION AND SOCIAL ISOLATION ON CONFORMITY TO A GROUP>NORM<	179/63/BR-6
	CONFORMITY TO A GROUP>NORM<AS A FUNCTION OF SENSORY DEPRIVATION AND SOCIAL ISOLATION	178/63/BR-6
NORMAL	SPEED AND ACCURACY OF ADDITION IN>NORMAL<TIME AND DECIMAL TIME SYSTEMS	81/66/LOWEN
NUCLEAR	HUMAN FACTORS IN TACTICAL>NUCLEAR<COMBAT/TECHNICAL REPORT	185/65/TAS
	HUMAN FACTORS IN TACTICAL>NUCLEAR<COMBAT/BRIEFING	185/65/TAS
NUMEROSITY	AUDITORY PERCEPTION OF>NUMEROSITY<AS AFFECTED BY NUMBER & CORRECT & INCORRECT KNOWLEDGE OF RESULTS	*178/62/BR-6
OBJECTIVES	THE DEVELOPMENT OF TRAINING>OBJECTIVES<	198/64/GENRL
	AN ANNOTATED BIBLIOGRAPHY ON THE DETERMINATION OF TRAINING>OBJECTIVES<	198/64/GENRL
	INSTRUCTIONAL>OBJECTIVES<, AND MEASURING SUCCESS OF INSTRUCTION	69/66/INGO
	IN DEFENSE OF INSTRUCTIONAL>OBJECTIVES<	69/66/INGO
	THE DERIVATION, ANALYSIS, CLASSIFICATION OF INSTRUCTIONAL>OBJECTIVES</ SELECTION OF COURSE CONTENT	69/66/INGO
	THE CONTENT VALIDITY OF INSTRUCTIONAL>OBJECTIVES</ JOB ANALYSIS	69/66/INGO
	DERIVING, SPECIFYING, AND USING INSTRUCTIONAL>OBJECTIVES<	69/66/INGO
	SOME IMPORTANT WAYS IN WHICH PERFORMANCE>OBJECTIVES<CAN VARY	69/66/INGO
	PART II--HOW TO ANALYZE PERFORMANCE>OBJECTIVES<TO DETERMINE TRAINING CONTENT	* 72/60/JOBTR
	DEVELOPMENT OF TRAINING PROGRAMS FOR 1ST ENLISTMENT REPAIRMEN- I. HOW TO DEFINE TRAINING>OBJECTIVES<	* 72/60/JOBTR
	JOB>OBJECTIVES<AND MOTIVATION	135/63/SAMOF
	MANUAL OF PROCEDURES FOR DERIVING TRAINING>OBJECTIVES<FOR JUNIOR OFFICERS	135/64/SAMOF
	DEVELOPMENT OF PROCEDURES FOR DERIVING TRAINING>OBJECTIVES<FOR JUNIOR OFFICER JOBS	135/66/SAMOF
	DERIVING AND SPECIFYING INSTRUCTIONAL>OBJECTIVES<	149/61/TEXTR
OBSERVATION	A FIELD STUDY COMPARISON OF VISUAL SEARCH METHODS IN AERIAL>OBSERVATION<	102/59/OBSER
	RESEARCH ON HUMAN AERIAL>OBSERVATION.<PART II: DESCRIPTION OF TACTICAL FIELD TEST	102/60/OBSER
	RESEARCH ON HUMAN AERIAL>OBSERVATION.<PART I: SUMMARY	102/60/OBSER
	RESEARCH ON HUMAN AERIAL>OBSERVATION.<PART III: SUMMARY DATA FROM TACTICAL FIELD TESTS	102/60/OBSER
	TRAINING RESEARCH ON LOW ALTITUDE VISUAL AERIAL>OBSERVATION<- DESCRIPTION OF FIVE FIELD EXPERIMENTS	*102/62/OBSER
	LOW ALTITUDE AERIAL>OBSERVATION<- AN EXPERIMENTAL COURSE OF INSTRUCTION	103/62/OBSER
	PROGRAMMED LEARNING AND LOW ALTITUDE>OBSERVATION<	103/63/OBSER
	PROGRAMED INSTRUCTION AND LOW ALTITUDE AERIAL>OBSERVATION<	103/64/OBSER
OBSERVER	EFFECT OF>OBSERVER<LOCATION, VIEWING METHOD ON TARGET DETECTION WITH 18-IN TANK-MOUNTED SEARCHLIGHT	* 25/64/ARMRN
	PERFORMANCE OF GROUND>OBSERVER<IN DETECTING, RECOGNIZING, & ESTIMATING RANGE, LOW-ALTITUDE AIRCRAFT	*173/66/ES-44
	AERIAL>OBSERVER<PROBLEMS	102/61/OBSER
	TRAINING MATERIALS FOR AERIAL>OBSERVER<INSTRUCTION IN BASIC VISUAL SKILLS	103/62/OBSER
	THE RELATION BETWEEN RADAR DETECTION AND THE>OBSERVER<S CONCEPT OF A TARGET	162/62/VIGIL
	RELATION BETWEEN RADAR DETECTION AND THE>OBSERVER<'S CONCEPT OF A TARGET	164/64/VIGIL
OBSERVERS	RECOGNITION OF VEHICLES BY>OBSERVERS<LOOKING INTO A SEARCHLIGHT BEAM	22/58/ARMRN
	PSYCHOLOGICAL AND PHYSIOLOGICAL RESPONSES IN>OBSERVERS<OF AN ATOMIC TEST SHOT	56/58/FIGHT
	LET'S TAKE A LOOK AT THE BASIC SKILLS OF AERIAL>OBSERVERS<	102/61/OBSER
	AUTOMATED EDUCATION IN THE TRAINING OF LOW ALTITUDE AERIAL>OBSERVERS<	103/64/OBSER
	STUDIES ON TRAINING GROUND>OBSERVERS<TO ESTIMATE RANGE TO AERIAL TARGETS	140/68/SKYFI
OCCURRENCE	THE>OCCURRENCE<, MEASUREMENT AND EXPERIMENTAL MANIPULATION OF VISUAL HALLUCINATIONS	178/62/BR-6
OCS	ATTITUDE AND INFORMATION PATTERNS OF>OCS<ELIGIBLES	104/53/OCS
	RELATIONSHIPS BETWEEN SCHOOL PREFERENCE AND SUCCESS IN>OCS<	105/54/OCS
	INFANTRY>OCS<EVALUATIONS AND COMBAT PERFORMANCE	104/54/OCS
	RESEARCH ON MOTIVATION AND ATTRITION PROBLEMS OF THE ARMY OFFICER CANDIDATE SCHOOLS/>OCS<	104/54/OCS
	THE EFFECT OF DIFFERENT METHODS OF MOTIVATING MEN TO APPLY FOR>OCS<	104/54/OCS
	THE RELATIONSHIP BETWEEN LEADERS COURSE EVALUATIONS AND>OCS<EVALUATIONS	104/54/OCS
	PREDICTING MOTIVATION TO COMPLETE>OCS<WITH INTEREST INVENTORIES	105/55/OCS
	PREDICTING SUCCESS IN OFFICER CANDIDATE SCHOOL WITH AN ASSESSMENT PROGRAM/>OCS<	105/55/OCS
	AN ASSESSMENT PROGRAM FOR>OCS<APPLICANTS	105/56/OCS
OFFENSIVE	THE LAST FEW YARDS/>OFFENSIVE<INFANTRY TACTICS	154/50/TRANF
OFFICER	DESERT ROCK V- REACTIONS, TROOP PARTICIPANTS, FORWARD VOLUNTEER>OFFICER<GROUPS TO ATOMIC EXERCISES	* 43/53/DR-V
	RESEARCH ON MOTIVATION AND ATTRITION PROBLEMS OF THE ARMY>OFFICER<CANDIDATE SCHOOLS/ OCS	104/54/OCS
	PREDICTING SUCCESS IN>OFFICER<CANDIDATE SCHOOL WITH AN ASSESSMENT PROGRAM/ OCS	105/55/OCS
	IDENTIFYING AND MEASURING LEADERSHIP CHARACTERISTICS OF THE>OFFICER<	107/61/OFFTR
	SURVEY OF OPINIONS OF GRADUATES OF THE SURFACE-TO-AIR MISSILE>OFFICER<BASIC COURSE	134/58/SAMOF
	>OFFICER<TRAINING RESEARCH AND ITS IMPLICATIONS FOR EXECUTIVE TRAINING	135/61/SAMOF
	HOW MUCH TECHNICAL KNOWLEDGE DOES A MILITARY>OFFICER<NEED?	135/62/SAMOF
	A MODEL OF JUNIOR>OFFICER<JOBS FOR USE IN DEVELOPING TASK INVENTORIES/ JOB ANALYSIS	135/65/SAMOF
	DEVELOPMENT OF TECHNICAL TRAINING MATERIALS FOR NIKE HERCULES JUNIOR>OFFICER</ PROGRAMED INSTRUCTION	136/66/SAMOF
	DEVELOPMENT OF PROCEDURES FOR DERIVING TRAINING OBJECTIVES FOR JUNIOR>OFFICER<JOBS	135/66/SAMOF
OFFICERS	THE CORRECTIVE ACTION QUESTIONNAIRE- DEVELOPMENT AND ADMINISTRATION TO>OFFICERS<AND NCOS/ ATTITUDES	31/66/CENTR
	MEDICORPS STUDY FINDINGS FOR MEDICAL>OFFICERS<IN VARIOUS TYPES OF INSTALLATIONS VARIOUS THEATRES	* 89/53/MEDIC
	MEDICAL>OFFICERS<OPINIONS ON PROFESSIONAL AND PERSONAL PROBLEMS OF ARMY SERVICE	89/53/MEDIC
	A PROGRAM OF LEADERSHIP INSTRUCTION FOR JUNIOR>OFFICERS<	107/63/OFFTR
	THE MAN IN THE MIDDLE-A MIXED ROLE/>OFFICERS</ LEADERSHIP	108/66/OFFTR
	JOB REQUIREMENTS OF NIKE AJAX BATTERY>OFFICERS<	134/58/SAMOF
	WEIGHTED SCORES, RANKS, C-SCALE SCORES, EVAL ACTIVITIES OF JOB DESCRIPTIONS, NIKE AJAX BATTERY>OFF.<	*134/59/SAMOF

OFFICERS	THE DEVELOPMENT OF JOB DESCRIPTIONS FOR NIKE AJAX BATTERY>OFFICERS<	134/59/SAMOF
	RESEARCH ON AIR DEFENSE MISSILE>OFFICERS<	134/60/SAMOF
	MANUAL OF PROCEDURES FOR DERIVING TRAINING OBJECTIVES FOR JUNIOR>OFFICERS<	135/64/SAMOF
	PERFORMANCE AIDS FOR JUNIOR>OFFICERS</ SAM BATTERY OFFICERS/ JOB AID/ HANDBOOKS	135/65/SAMOF
OLFACTORY	HUMAN PROCESSING OF>OLFACTORY<INFORMATION	196/63/GENRL
ON-SITE	THE DEVELOPMENT AND EVALUATION OF>ON-SITE<TRAINING FOR NIKE INTEGRATED FIRE CONTROL OPERATORS	80/58/LOCKO
	>ON-SITE<TRAINING OF GUIDED MISSILE OPERATORS	80/60/LOCKO
	>ON-SITE<TRAINING OF GUIDED MISSILE OPERATORS- EVALUATION MATERIALS	80/60/LOCKO
ON-THE-JOB	AN EVALUATION OF THE>ON-THE-JOB<PROFICIENCY OF TRAINED TANK CREWMEN	138/58/SHOCK
ONE-TAILED	TWICE-TOLD TALES ABOUT>ONE-TAILED<TESTS	190/57/GENRL
OPFRATING	HUMAN FACTORS IN OPERATION OF NIKE AJAX SYSTEM, II: SHOOTING TEAM--RECOMMENDED>OPERATING<PROCEDURES	* 35/58/CLASS
	THE AAFCS M-33 OPERATOR- A MANUAL OF>OPERATING<PROCEDURES	118/56/RADAR
OPERATION	STUDY OF HUMAN FACTORS IN>OPERATION<OF NIKE AJAX SYSTEM, PART I: TRAINING PROBLEMS & REQUIREMENTS	* 35/58/CLASS
	HUMAN FACTORS IN>OPERATION<OF NIKE AJAX SYSTEM, II: SHOOTING TEAM--RECOMMENDED OPERATING PROCEDURES	* 35/58/CLASS
	A STUDY OF HUMAN FACTORS IN THE>OPERATION<OF THE NIKE AJAX SYSTEM, PART III- TECHNICAL APPENDICES	35/58/CLASS
	CREW DUTIES AND TASKS FOR>OPERATION<OF THE M551/MAIN BATTLE TANK	89/68/MBT
	A BIBLIOGRAPHY OF HUMAN FACTORS IN RADAR>OPERATION<AND MAINTENANCE	117/53/RADAR
	SUPPLEMENT TO A BIBLIOGRAPHY OF HUMAN FACTORS IN RADAR>OPERATION<AND MAINTENANCE	117/55/RADAR
OPERATIONAL	COLD WEATHER>OPERATIONAL<TRAINING OF INFANTRY FORCES IN THE STRATEGIC ARMY CORPS	36/64/COLDS
	UTILIZATION OF BEHAVIORAL SCIENCE RESEARCH IN A LARGE,>OPERATIONAL<SYSTEM	205/68/GENRL
	SURVEY OF>OPERATIONAL<FLYING ACTIVITIES OF FIXED WING AVIATORS	76/62/LIFT
	SURVEY OF>OPERATIONAL<FLYING ACTIVITIES OF ROTARY WING AVIATORS	76/62/LIFT
	SOURCES OF VARIABILITY IN MISSILE UNIT EVALUATIONS/>OPERATIONAL<READINESS TESTS/ UNIT PROFICIENCY	165/66/VIGIL
OPERATIONS	A SURVEY OF HUMAN FACTORS IN MILITARY NIGHT>OPERATIONS<(WITH SPECIAL APPLICATION TO ARMOR)	22/57/ARMRN
	COLLECTED PAPERS, WORK UNIT ARMORNITE: HUMAN FACTORS IN ARMOR>OPERATIONS<UNDER LIMITED VISIBILITY	25/68/ARMRN
	SUMMARY OF LITERATURE REVIEW OF EXTENDED>OPERATIONS<	170/64/ES-24
	INTERFACES BETWEEN>OPERATIONS<RESEARCH AND HUMAN FACTORS RESEARCH	198/64/GENRL
	HUMAN FACTORS IN CBR>OPERATIONS<: CBR [illegible]TECTION ON PERFORMANCE OF COMBAT SKILLS IN HOT WEATHER (U)	*114/61/PROTE
	STRUCTURES, TRAINING PROCEDURES, AND>[illegible]ATIONS<OF SMALL WORK GROUPS	157/65/UNIFE
OPERATOR	>OPERATOR<PROFICIENCY IN INTERPRETING GROUND SURVEILLANCE RADAR SIGNALS	25/64/ARMRN
	AAFCS M-33>OPERATOR<- ANALYSIS OF FIELD ACTIVITIES AND PROBLEMS WITH IMPLICATIONS FOR TRAINING	*117/55/RADAR
	THE AAFCS M-33>OPERATOR<- A MANUAL OF OPERATING PROCEDURES	118/56/RADAR
	AN ATTEMPT TO DEVELOP A RADAR>OPERATOR<SCREENING TEST- A REPORT OF SIMULATOR INSTABILITY	162/62/VIGIL
OPERATORS	THE DEVELOPMENT AND EVALUATION OF ON-SITE TRAINING FOR NIKE INTEGRATED FIRE CONTROL>OPERATORS<	80/58/LOCKO
	ON-SITE TRAINING OF GUIDED MISSILE>OPERATORS<	80/60/LOCKO
	ON-SITF TRAINING OF GUIDED MISSILE>OPERATORS<- EVALUATION MATERIALS	80/60/LOCKO
	COLLECTED PAPERS PREPARED UNDER WORK UNIT RADAR: TRAINING RADAR>OPERATORS<& MAINTENANCE PERSONNEL	119/68/RADAR
	A SIMPLIFIED METHOD FOR RATING THE PERFORMANCE OF STEREOSCOPIC RANGE FINDER>OPERATORS<	122/56/RANGE
	A STUDY OF TRAINING OF STEREOSCOPIC RANGE FINDER>OPERATORS<FOR ARMOR (U)	122/57/RANGE
	STUDIES DURING PROJECT STALK: III- SELECTION AND TRAINING OF STEREOSCOPIC RANGE FINDER>OPERATORS<(U)	*144/55/SQUAD
	PROJECTED MANPOWER NEEDS, AND TRAINING REQUIREMENTS FOR>OPERATORS<& USERS OF FUTURE STINFO SYSTEMS	*145/66/STINT
	RESEARCH ON>OPERATORS<OF AIR DEFENSE SYSTEMS	161/60/VIGIL
	DEVELOPMENT AND USE OF PROFICIENCY TESTS FOR NIKE SYSTEM LAUNCHING PLATOON>OPERATORS<	161/61/VIGIL
OPINION	EFFECTS OF UNCERTAINTY ABOUT ORIGINAL ENLISTMENT ON REPORTED CHANGE IN>OPINION<TOWARD THE ARMY	30/61/CAREE
OPINIONS	MEDICAL OFFICERS>OPINIONS<ON PROFESSIONAL AND PERSONAL PROBLEMS OF ARMY SERVICE	89/53/MEDIC
	SURVEY OF>OPINIONS<OF GRADUATES OF THE SURFACE-TO-AIR MISSILE OFFICER BASIC COURSE	134/58/SAMOF
	A SURVEY OF>OPINIONS<REGARDING OPERATION GYROSCOPE IN THE FIRST DIVISION	158/55/UNIRO
	A SURVEY OF>OPINIONS<ABOUT THE UNIT ROTATION PLAN (OPERATION GYROSCOPE)	158/55/UNIRO
OPTIMAL	A GENERAL SYSTEMS APPROACH TO THE DEVELOPMENT AND MAINTENANCE OF>OPTIMAL<LEARNING CONDITIONS	68/67/IMPAC
ORAL-AURAL	A FEASIBILITY STUDY OF A SPECIAL, MACHINE-TAUGHT>ORAL-AURAL<RUSSIAN LANGUAGE COURSE	38/60/CONTA
	PROBLEMS IN PROGRAMMING AN INTENSIVE>ORAL-AURAL<LANGUAGE COURSE	39/61/CONTA
	PROGRAMMING AN INTENSIVE>ORAL-AURAL<LANGUAGE COURSE	39/62/CONTA
ORDERING	FEASIBILITY OF DEVELOPING TASK CLASSIFICATION STRUCTURE FOR>ORDERING<TRAINING PRINCIPLES & CONTENT	*180/63/BR-8
ORDNANCE	>ORDNANCE<IFC ELECTRONICS MAINTENANCE - ACTIVITY ANALYSIS, IMPLICATIONS FOR TRAINING .PART I-- M-33	* 49/56/FICON
	>ORDNANCE<IFC ELECTRONICS MAINTENANCE- FIELD ACTIVITY ANALYSIS, TRAINING IMPLICATIONS. PART II- T-38	* 49/57/FICON
	IMPLEMENTATION OF FORECAST CONCEPT OF ELECTRONIC SYSTEM REPAIR AT>ORDNANCE<GUIDED MISSILE SCHOOL	* 63/63/FOREC
	HUMRRO PRESENTATIONS TO THIRD MEETING OF NIKE ZEUS TRAINING PANEL,>ORDNANCE<GUIDED MISSILE SCHOOL	192/59/GENRL
	>ORDNANCE<NIKE DETACHMENT ELECTRONICS MAINT. PERSONNEL- ANALYSIS OF ACTIVITIFS, TRNG IMPLICATIONS	*101/57/NICOR
	TROUBLES REPORTED BY ELECTRONICS REPAIR PERSONNEL IN NIKE>ORDNANCE<DETACHMENTS	101/57/NICOR
	PROGRESS REPORT ON TASK NICORD/>ORDNANCE<GUIDED MISSILE MAINTENANCE/ TRAINING	101/62/NICOR
	DEVELOPMENT AND EVALUATION OF AN EXPERIMENTAL>ORDNANCE<RADAR REPAIR COURSE	*101/64/NICOR
ORGANIZATION	KOJE-DO COMPLICATIONS: SOCIAL, POLITICAL>ORGANIZATION<OF KOREAN POWS IN UNC POW CAMPS, 1950-51 (U)	*150/55/TICK
ORGANIZATIONAL	PROBLEMS AND POSSIBILITIES IN THE USE OF DISCUSSION FOR>ORGANIZATIONAL<DECISION MAKING	41/55/DECIS
	GROUP PARTICIPATION, INFORMAL SOURCE STATUS AS DETERMINANTS OF INFO SPREAD IN>ORGANIZATIONAL<GROUPS	* 43/55/DR-V
	A TENTATIVE>ORGANIZATIONAL<SCHEMA FOR DECISION-MAKING PROBLEMS	169/56/ES-12
	THE VIEW FROM THE TOP-THE DEMANDS OF>ORGANIZATIONAL<LEADERSHIP	67/66/HIGHL
	A SURVEY OF>ORGANIZATIONAL<MAINTENANCE OF THE NIKE AJAX MISSILE	83/60/MAINT
	A SURVEY OF>ORGANIZATIONAL<MAINTENANCE OF THE MEDIUM TANK	93/58/MOBIL
	THE PERFORMANCE OF>ORGANIZATIONAL<MAINTENANCE BY TRACK VEHICLE MECHANICS AND MAINTENANCE SERGEANTS	93/64/MOBIL
ORGANIZATIONS	SIMULATION OF>ORGANIZATIONS<: AN ANNOTATED BIBLIOGRAPHY	174/67/ES-51
ORIENTATION	REPORT OF THE LEADERSHIP>ORIENTATION<AND MOTIVATION STUDY AREA OF NCO II	97/63/NCO
	EFFECTS OF FOUR>ORIENTATION<PROCEDURES ON AIRBORNE TRAINEES	109/53/ORIEN
	THE TEXT OF AN>ORIENTATION<WORKSHOP IN AUTOMATED INSTRUCTION	149/62/TEXTR
ORIENTATIONS	TRAD.>ORIENTATIONS<TO SOCIAL RELATIONS IN CHINESE RESPONSES TO COMMUNIST MILITARY-POLITICAL CONTROL	*150/58/TICK
OROPT-TI	THE TRAINING EFFECTIVENESS OF A STEREOSCOPIC RANGE-FINDER TRAINER/>OROPT-TI<	120/54/RADEV
OVERSEAS	SOME EFFECTS OF>OVERSEAS<DUTY ON THE ATTITUDES OF AMERICAN TROOPS TOWARD HOST POPULATIONS	15/54/ACROS
	EXAMPLES OF CROSS-CULTURAL PROBLEMS ENCOUNTERED BY AMERICANS WORKING>OVERSEAS<- INSTRUCTORS HANDBOOK	* 18/65/AREA
	AMERICAN ADVISORS>OVERSEAS<	18/65/AREA
	NEW PERSPECTIVES IN TRAINING AND ASSESSMENT OF>OVERSEAS<PERSONNEL	18/66/AREA
	AN ANALYSIS OF HUMAN RELATIONS TRAINING AND ITS IMPLICATIONS FOR>OVERSEAS<PERFORMANCE	19/66/AREA
	SOME GUIDES TO INTERPRETATION OF SCHOOL ENROLLMENT FIGURES AMONG AMERICANS>OVERSEAS<IN 1960 CENSUS	140/67/SOJRN
PAIRED	VIGILANCE PERFORMANCE AS A FUNCTION OF>PAIRED<MONITORING	162/62/VIGIL
PAIRED-ASSOCIATE	>PAIRED-ASSOCIATE<TRANSFER BETWEEN CVCS FOR A-B, C-A & A-B, B-C PARADIGMS AFTER LOW LIST I LEARNING	*180/67/BR-8
	THE EFFECT OF UNIDIRECTIONAL PRIMARY WORD ASSOCIATIONS ON A-B, C-A>PAIRED-ASSOCIATE<TRANSFER	180/67/BR-8
	>PAIRED-ASSOCIATE<TRANSFER FOR THE A-B, C-A AND THE A-B, B-C PARADIGMS	180/67/BR-8
	>PAIRED-ASSOCIATE<TRANSFER AS A FUNCTION OF ABILITY LEVEL IN THE A-B, C-A AND A-B, B-C PARADIGMS	181/68/BR-8
	VERBAL>PAIRED-ASSOCIATE<LEARNING AS A FUNCTION OF GROUPING SIMILAR STIMULI OR RESPONSES	90/63/METHO
	SUPPLEM. RPT- VERBAL>PAIRED-ASSOCIATE<LEARNING AS FUNCTION OF GROUPING SIMILAR STIMULI OR RESPONSES	* 91/64/METHO
PAIRED-ASSOCIATES	A COMPARISON OF CONSTRAINED AND RANDOM METRIC FIGURES IN>PAIRED-ASSOCIATES<LEARNING	180/67/BR-8
PAIRING	THE EFFECTS OF>PAIRING<, REST INTERVALS, SIGNAL RATE, & TRANSFER CONDITIONS ON VIGILANCE PERFORMANCE	*162/62/VIGIL
PALMAR	AN INVESTIGATION OF TWO MEASURES OF>PALMAR<SWEAT UNDER FIELD CONDITIONS	168/55/YUCCA
PANEL	SIMPLIFICATION OF THE>PANEL<LAYOUT ON STANDARD SERIES TANK RADIOS	21/57/ARMRC
PAPERS	COLLECTED>PAPERS<, WORK UNIT ARMORNITE: HUMAN FACTORS IN ARMOR OPERATIONS UNDER LIMITED VISIBILITY	25/68/ARMRN
	COLLECTED>PAPERS<RELATED TO THE STUDY OF THE EFFECTS OF SENSORY DEPRIVATION AND SOCIAL ISOLATION	178/62/BR-6
	COLLECTED>PAPERS<PREPARED UNDER WORK UNIT ENDORSE: EFFECTS OF CONTROLLED ISOLATION ON PERFORMANCE	48/68/ENDOR
	COLLECTED>PAPERS<UNDER WORK UNIT FORECAST: METHOD OF TRAINING FOR ELECTRONIC WEAPON SYSTEMS	64/68/FOREC
	COLLECTED>PAPERS<PREPARED UNDER WORK UNIT LIFT: ARMY AVIATION HELICOPTER PILOT TRAINING	* 78/68/LIFT
	COLLECTED>PAPERS<PREPARED UNDER WORK UNIT RADAR: TRAINING RADAR OPERATORS & MAINTENANCE PERSONNEL	119/68/RADAR
PARACHUTISTS	A COMPARISON BETWEEN THE PEACE TIME PSYCHIATRIC CASUALTY RATES OF>PARACHUTISTS<AND NON-PARACHUTISTS	190/55/GENRL
PARADIGMS	PAIRED-ASSOCIATE TRANSFER BETWEEN CVCS FOR A-B, C-A & A-B, B-C>PARADIGMS<AFTER LOW LIST I LEARNING	*180/67/BR-8
	PAIRED-ASSOCIATE TRANSFER FOR THE A-B, C-A AND THE A-B, B-C>PARADIGMS<	180/67/BR-8
	PAIRED-ASSOCIATE TRANSFER AS A FUNCTION OF ABILITY LEVEL IN THE A-B, C-A AND A-B, B-C>PARADIGMS<	181/68/BR-8
	LEARNING THEORY AND RESEARCH>PARADIGMS<APPLIED TO TRAINING RESEARCH: SOME DISSONANCES	198/64/GENRL
PARAMETERS	STIMULUS>PARAMETERS<AND INDIVIDUAL DIFFERENCES IN CUTANEOUS SENSITIVITY TO ELECTROPULSE STIMULATION	* 37/66/COMTA
PARAMETRIC	THE DESIGN FOR A>PARAMETRIC<STUDY OF A LEADERSHIP TRAINING SYSTEM	97/61/NCO
PART	A COMPARISON OF WHOLE VERSUS>PART<METHODS OF MARKSMANSHIP TRAINING	167/54/WHOLE
	WHOLE AND>PART<METHODS IN LEARNING A PERCEPTUAL MOTOR SKILL	167/55/WHOLE

PART-TASK	THE USE OF>PART-TASK<TRAINERS AND OPERATIONAL EQUIPMENT AS TRAINING DEVICES	192/59/GENRL
PARTICIPATION	RELATIVE USEFULNESS OF ACTIVE>PARTICIPATION<& VERBAL DESCRIPTION TECHNIQUES, TARGET DETECTION TRNG	* 59/62/FIREP
PARTNER	INFLUENCE OF A>PARTNER<ON TOLERANCE FOR A SELF-ADMINISTERED ELECTRIC SHOCK	51/57/FIGHT
PATROL	INSTRUCTOR'S GUIDE,>PATROL<I, LAND NAVIGATION- BASIC INSTRUCTION	110/59/PATRO
PATROLLING	A CONTENT ANALYSIS OF COMMUNICATIONS WITHIN ARMY SMALL-UNIT>PATROLLING<OPERATIONS	37/67/COMTA
	SPRING 1956 RESEARCH ON RECONNAISSANCE>PATROLLING<- A BASIC COURSE IN INDIVIDUAL SKILLS	110/57/PATRO
	FALL 1956 RESEARCH ON RECONNAISSANCE>PATROLLING<- A BASIC COURSE IN INDIVIDUAL SKILLS	110/57/PATRO
	DEVELOPMENT OF IMPROVED RIFLE SQUAD TACTICAL &>PATROLLING<PROGRAMS FOR LIGHT WEAPONS INFANTRYMAN	*130/65/RIFLE
PATROLS	COMBAT>PATROLS<	75/68/LEAD
PATTERN	ACTIVITY>PATTERN<AND RESTLESSNESS DURING SUSTAINED SENSORY DEPRIVATION	178/62/BR-6
PATTERNS	ATTITUDE AND INFORMATION>PATTERNS<OF OCS ELIGIBLES	104/53/OCS
PEASANT	>PEASANT<FATALISM AND SOCIOECONOMIC INNOVATION/ CROSS-CULTURAL CHANGE	34/65/CIVIC
PEER-PREFERRED	CHARACTERISTICS OF>PEER-PREFERRED<, NON-PREFERRED, AND REJECTED TENTMATES DURING COLD-WEATHER EXER.	* 55/59/FIGHT
PERCEPTION	AUDITORY>PERCEPTION<OF NUMEROSITY AS AFFECTED BY NUMBER & CORRECT & INCORRECT KNOWLEDGE OF RESULTS	*178/62/BR-6
	THE RELATIONSHIP BETWEEN LATERAL PHORIA AND SOME TESTS OF REAL AND APPARENT DEPTH>PERCEPTION<	122/53/RANGE
	COURSF DENSITY AND STUDENT>PERCEPTION<	124/67/REFIL
PERCEPTUAL	WHOLE AND PART METHODS IN LEARNING A>PERCEPTUAL<MOTOR SKILL	167/55/WHOLE
PERFORMANCE	BATTERY EFFECTIVENESS- ASSESSMENT OF COMPARATIVE>PERFORMANCE<	13/54/AAA
	>PERFORMANCE<TEST FOR COMPARING NIKE AJAX IFC MAINTENANCE MEN WITH AND WITHOUT EXPERIENCE	* 14/59/ACHIL
	JOB>PERFORMANCE<TESTS, DETAILED DESCRIPTION OF PERFORMANCE TESTS FOR NIKE IFC TECHNICIANS	* 15/59/ACHIL
	THE EFFECTS OF PRACTICE ON THE>PERFORMANCE<OF BASIC ARMOR SKILLS AT NIGHT	23/61/ARMRN
	BASIC INFANTRY SKILLS>PERFORMANCE<TEST, ATP 21-114	27/56/BASIC
	A SURVEY OF HUMAN FACTORS IN MILITARY>PERFORMANCE<IN EXTREME COLD WEATHER	36/60/COLDS
	HELICOPTER TRAINEE>PERFORMANCE<FOLLOWING SYNTHETIC FLIGHT TRAINING	44/66/ECHO
	INFLIGHT>PERFORMANCE<AFTER ZERO, TEN, OR TWENTY HOURS OF SYNTHETIC INSTRUMENT FLIGHT TRAINING	45/68/ECHO
	COLLECTED PAPERS PREPARED UNDER WORK UNIT ENDORSE: EFFECTS OF CONTROLLED ISOLATION ON>PERFORMANCE<	48/68/ENDOR
	AVIATOR>PERFORMANCE<UNDER STRFSS	174/67/ES-50
	A PRELIMINARY APPLICATION OF THE CRITICAL INCIDENT TECHNIQUETO COMBAT>PERFORMANCE<OF ARMY AVIATORS	174/68/ES-50
	BACKGROUND AND SITUATIONAL CONFIDENCE: THEIR RELATION TO>PERFORMANCE<EFFECTIVENESS	174/68/ES-50
	SOME EFFECTS OF DIFFERENTIAL PRETASK INSTRUCTIONS ON AUDITORY VIGILANCE>PERFORMANCE<	175/67/ES-54
	DIMENSIONS OF STRESS>PERFORMANCE<IN FIELD AND LABORATORY SITUATIONS	51/56/FIGHT
	RELATION OF LIFE HISTORY, FAMILY BACKGROUND, INTELLIGENCE DATA TO>PERFORMANCE<IN STRESS SITUATIONS	* 51/56/FIGHT
	EFFECT OF INTELLIGENCE, RACE ON CORRELATION OF BARRON-WELSH FIGURE PREFERENCES & COMBAT>PERFORMANCE<	* 52/57/FIGHT
	SOCIOMETRIC EFFECTS OF RACE AND COMBAT>PERFORMANCE<	53/58/FIGHT
	INFERRED CORRFLATION BETWEEN COMBAT>PERFORMANCE<AND SOME FIELD LABORATORY STRESSES	53/58/FIGHT
	INVESTIGATION OF ROLE DEFENSIVE FUNCTIONING RELATED TO EMOTION AROUSAL &>PERFORMANCE<EFFECTIVENESS	* 57/61/FIGHT
	RECORDING AND EVALUATING THE>PERFORMANCE<OF INDIVIDUALS AS MEMBERS OF SMALL GROUPS	189/53/GENRL
	>PERFORMANCE<OF MENTAL DEFICIENTS ON A SIMPLE VIGILANCE TASK	193/61/GENRL
	THE EFFECTS OF KNOWLEDGE OF RESULTS (TRUE AND FALSE) ON VIGILANCE>PERFORMANCE<	195/62/GENRL
	THE EFFFCTS OF REWARD AND KNOWLEDGE OF RESULTS ON THE>PERFORMANCE<OF A SIMPLE VIGILANCE TASK	195/62/GENRL
	TRAINING FOR>PERFORMANCE<UNDER STRESS	195/62/GENRL
	VIGILANCE>PERFORMANCE<UNDER CONDITIONS OF REDUNDANT AND NONREDUNDANT SIGNAL PRESENTATION	196/63/GENRL
	THE IMPROVEMENT OF HUMAN>PERFORMANCE<THROUGH RESEARCH	197/64/GENRL
	EFFECT OF INCREASING SIGNAL LOAD ON DETECTION>PERFORMANCE<OF A VIGILANCE TASK	197/64/GENRL
	THE UTILITY OF DATA FROM FIELD>PERFORMANCE<MEASUREMENT	202/66/GENRL
	HUMRRO RESEARCH ON HUMAN>PERFORMANCE<	203/67/GENRL
	AVIATOR>PERFORMANCE<IN THE LIGHT WEAPONS HELICOPTER DURING NAP-OF-THE-EARTH FLIGHT	66/64/HELFI
	SOME IMPORTANT WAYS IN WHICH>PERFORMANCE<OBJECTIVES CAN VARY	69/66/INGO
	PART II--HOW TO ANALYZE>PERFORMANCE<OBJECTIVES TO DETERMINE TRAINING CONTENT	* 72/60/JOBTR
	PPDR HANDBOOK: USE OF PILOT>PERFORMANCE<DESCRIPTION RECORD IN FLIGHT TRAINING QUALITY CONTROL	77/63/LIFT
	THE DEVELOPMENT OF>PERFORMANCE<CRITERIA FOR TURRET MECHANICS	93/61/MOBIL
	INFANTRY OCS EVALUATIONS AND COMBAT>PERFORMANCE<	104/54/OCS
	EFFECT OF PROTECTIVE MASKING ON SMOKE GENERATOR & FUEL SUPPLY TEAM>PERFORMANCE<: ARMY CHEMICAL CORPS	*114/59/PROTE
	EFFECT OF WEARING THE CBR PROTECTIVE MASK UPON THE>PERFORMANCE<OF SELECTED INDIVIDUAL COMBAT SKILLS	*114/59/PROTE
	EFFECT OF WEARING THE CBR PROTECTIVE MASK UPON THE>PERFORMANCE<OF SELECTED INDIVIDUAL COMBAT SKILLS	*114/60/PROTE
	A>PERFORMANCE<TEST FOR THE AAFCS M-33 RADAR MECHANIC AND OBSERVATIONS ON TROUBLE SHOOTING BEHAVIOR	117/55/RADAR
	A THREE-HOUR>PERFORMANCE<TEST TO EVALUATE JOB EFFECTIVENESS OF ARMY RADAR MECHANICS	118/55/RADAR
	A SIMPLIFIED METHOD FOR RATING THE>PERFORMANCE<OF STEREOSCOPIC RANGE FINDER OPERATORS	122/56/RANGE
	INTEGRATIVE BEHAVIOR VERSUS INDIVIDUAL SKILL MEASUREMENT AS PREDICTORS OF NAVIGATIONAL>PERFORMANCE<	129/62/RIFLE
	>PERFORMANCE<AIDS FOR JUNIOR OFFICERS/ SAM BATTERY OFFICERS/ JOB AID/ HANDBOOKS	135/65/SAMOF
	THE EFFECTS OF GROUP COMPETITION UPON STUDENT>PERFORMANCE<	143/68/SPUR
	IMPROVING TACTICAL TRAINING FOR TANK COMMANDERS- TEST DEVELOPMENT AND>PERFORMANCE<ASSESSMENT	148/63/TANKE
	INSTRUCTORS GUIDE TO>PERFORMANCE<COUNSELING	187/68/TAS
	A FOLLOW-UP STUDY OF THE>PERFORMANCE<OF ARMY RECRUITS IN THEIR FIRST TOUR	155/67/TRANS
	VERBAL COORDINATION AND>PERFORMANCE<IN SMALL MILITARY TEAMS	157/64/UNIFE
	VIGILANCE>PERFORMANCE<AS A FUNCTION OF PAIRED MONITORING	162/62/VIGIL
	VIGILANCE>PERFORMANCE<AS A FUNCTION OF INTERPOLATED REST	163/62/VIGIL
	THE EFFECTS OF PAIRING, REST INTERVALS, SIGNAL RATE, & TRANSFER CONDITIONS ON VIGILANCE>PERFORMANCE<	*162/62/VIGIL
	VIGILANCE>PERFORMANCE<AS A FUNCTION OF TASK AND ENVIRONMENTAL VARIABLES	163/63/VIGIL
	VIGILANCE- A GUIDE TO IMPROVED>PERFORMANCE<	164/63/VIGIL
	THE EFFECTS OF AUTHORITARIANISM ON VIGILANCE>PERFORMANCE<	163/63/VIGIL
	THE INFLUENCE OF TASK AND ENVIRONMENTAL VARIABLES ON THE MAINTENANCE OF VIGILANT>PERFORMANCE<	164/63/VIGIL
PERFORMANCES	CRITICAL COMBAT SKILLS, KNOWLEDGES,>PERFORMANCES<REQUIRED, 1962 LIGHT WEAPON INFANTRYMAN, MOS 111.0	*129/61/RIFLE
PERFORMERS	FIGHTER I- A STUDY OF EFFECTIVE AND INEFFECTIVE COMBAT>PERFORMERS<	53/58/FIGHT
PERIPHERAL	LOCALIZATION OF>PERIPHERAL<LIGHT FLASHFS	23/61/ARMRN
	THE EFFECTS OF TWO TYPES OF COORDINATE SYSTEMS ON LOCALIZATION OF>PERIPHERAL<LIGHT FLASHES	24/63/ARMRN
	THE EFFECT OF FLASH DURATION ON THE LOCALIZATION OF>PERIPHERAL<LIGHT FLASHES	24/63/ARMRN
PERSONAL	MEDICAL OFFICERS OPINIONS ON PROFESSIONAL AND>PERSONAL<PROBLEMS OF ARMY SERVICE	89/53/MEDIC
	SITUATION AND>PERSONAL<VARIABLES IN AWOL BEHAVIOR	146/53/STIR
PERSONALITY	INTERCORRELATIONS OF TAYLOR MAS WITH CERTAIN OTHER>PERSONALITY<MEASURES AND A PHYSIOLOGICAL MEASURE	55/60/FIGHT
PERSONNEL	NEW PERSPECTIVES IN TRAINING AND ASSESSMENT OF OVERSEAS>PERSONNEL<	18/66/AREA
	SOME PROBLEMS IN THE RETENTION OF ARMY ENLISTED>PERSONNEL<	30/58/CAREE
	A STUDY OF CATEGORY IV>PERSONNEL<IN BASIC TRAINING/ REMEDIAL EDUCATION/ MARGINAL PERSONNEL	31/66/CENTR
	FACTORS RELATED TO THE EFFECTIVENESS OF SPECIAL FORCES>PERSONNEL<	65/54/GAMBI
	THE UTILIZATION OF MASTER'S LEVEL>PERSONNEL<IN MILITARY TRAINING RESEARCH	192/60/GENRL
	SOME CONTRIBUTIONS OF TRAINING RESEARCH TO THE>PERSONNEL<SYSTEMS CONCEPT	195/62/GENRL
	DEVELOPMENT OF TRNG FOR 1ST ENLISTMENT>PERSONNEL<IN ELECTRONICS MAINTENANCE MOS'S: PARTS II, III, IV	* 72/60/JOBTR
	FACTORS AFFECTING THE LEVEL OF BASIC MILITARY KNOWLEDGE OF ACTIVE ARMY ENLISTED>PERSONNEL<	* 74/55/KNOWH
	MAINTENANCE>PERSONNEL<AND TRAINING RESEARCH- A BIBLIOGRAPHY	83/58/MAINT
	TROUBLES REPORTED BY ELECTRONICS REPAIR>PERSONNEL<IN NIKE ORDNANCE DETACHMENTS	101/57/NICOR
	ORDNANCE NIKE DETACHMENT ELECTRONICS MAINT.>PERSONNEL<- ANALYSIS OF ACTIVITIES, TRNG IMPLICATIONS	*101/57/NICOR
	STUDIES OF FIELD ACTIVITIES OF ARMY ELECTRONICS MAINTENANCE>PERSONNEL<	117/55/RADAR
	ACTIVITIES OF FIELD RADIO REPAIR>PERSONNEL<WITH IMPLICATIONS FOR TRAINING	127/58/REPAI
	METHODS AND DEVICES FOR TEACHING DATA FLOW TO ELECTRONICS MAINTENANCE>PERSONNEL<	151/62/TRACE
	PREDICTION OF TRAINING REQUIREMENTS FOR FUTURE WEAPON SYSTEMS:>PERSONNEL<SUPPORT SYSTEM R&D PROCESS	*160/63/UPSTR
PF	EFFECT OF PRECEDING ROSENZWEIG S>PF<TEST WITH THE TAT	182/64/BR-10
PHORIA	THE RELATIONSHIP BETWEEN LATERAL>PHORIA<AND SOME TESTS OF REAL AND APPARENT DEPTH PERCEPTION	122/53/RANGE
PHYSICAL	HUMAN EOSINOPHIL RESPONSE TO ACUTE>PHYSICAL<EXERTION	56/61/FIGHT
PHYSIOLOGICAL	PSYCHOLOGICAL AND>PHYSIOLOGICAL<RESPONSES IN OBSERVERS OF AN ATOMIC TEST SHOT	54/58/FIGHT
	INTERCORRELATIONS OF TAYLOR MAS WITH CERTAIN OTHER PERSONALITY MEASURES AND A>PHYSIOLOGICAL<MEASURE	55/60/FIGHT
	PSYCHOLOGICAL AND>PHYSIOLOGICAL<CRITERIA FOR STRESS SIMULATION RESEARCH	58/63/FIGHT
PICTORIAL	>PICTORIAL<NAVIGATION DISPLAYS AND LOW-ALTITUDE NAVIGATION	81/64/LOWEN
PICTURE	REACTIONS OF MEN UNDER STRESS TO A>PICTURE<PROJECTIVE TEST	52/57/FIGHT
PILOT	REDUCTION OF HELICOPTER>PILOT<ATTRITION THROUGH SYNTHETIC CONTACT FLIGHT TRAINING/ TRAINING DEVICE	44/65/ECHO
	SURVEY OF THE ARMY CARGO HELICOPTER>PILOT<COURSE	76/57/LIFT
	IMPROVING FLIGHT PROFICIENCY EVALUATION IN ARMY HELICOPTER>PILOT<TRAINING	77/62/LIFT
	PPDR HANDBOOK: USE OF>PILOT<PERFORMANCE DESCRIPTION RECORD IN FLIGHT TRAINING QUALITY CONTROL	77/63/LIFT

PILOT	COLLECTED PAPERS PREPARED UNDER WORK UNIT LIFT: ARMY AVIATION HELICOPTER>PILOT<TRAINING	* 78/68/LIFT
	RESEARCH ON THE TRAINING OF NONCOMMISSIONED OFFICERS, A SUMMARY REPORT OF>PILOT<STUDIES/ LEADERSHIP	98/65/NCO
	A REVIEW OF THE ANALYSIS OF VISUAL DISCRIMINATION IN HELICOPTER CONTROL/>PILOT<TRAINING/ SIMULATION	133/66/ROTOR
	>PILOT<STUDIES OF TEAM EFFECTIVENESS	157/63/UNIFE
PIONEER	AN OVERVIEW OF THE CONCEPTUAL STRUCTURE OF SUBTASK>PIONEER<VII	179/63/BR-7
PLANNING	THE>PLANNING<OF PROGRAM RESEARCH	190/55/GENRL
	EXPLORATORY INVESTIGATIONS CONDUCTED FOR>PLANNING<A RESEARCH PROGRAM ON INSTRUCTIONAL METHODS	*148/61/TEXTR
PLATOON	CHALK TALK FOR>PLATOON<LEADERS	111/55/PLATT
	DETERMINATION OF COMBAT JOB REQUIREMENTS FOR ARMORED CAVALRY>PLATOON<PERSONNEL	123/64/RECON
	THE ARMORED CAVALRY>PLATOON<COMBAT READINESS CHECK	123/67/RECON
	INFANTRY>PLATOON<LEADERS: A CHANGING PICTURE OF LEADERSHIP	132/67/ROCOM
	THE DETERMINATION OF COMBAT JOB REQUIREMENTS FOR TANK>PLATOON<LEADER AND TANK PLATOON SERGEANT	159/61/UNIT
	THE DETERMINATION OF COMBAT JOB REQUIREMENTS FOR TANK PLATOON LEADER AND TANK>PLATOON<SERGEANT	159/61/UNIT
	THE TANK>PLATOON<COMBAT READINESS CHECK	159/62/UNIT
	THE DEVELOPMENT AND EVALUATION OF THE TANK>PLATOON<COMBAT READINESS CHECK	159/63/UNIT
	DEVELOPMENT AND EVALUATION OF SYSTEMS FOR THE CONDUCT OF TACTICAL TRAINING AT THE TANK>PLATOON<LEVEL	159/64/UNIT
	DEVELOPMENT AND USE OF PROFICIENCY TESTS FOR NIKE SYSTEM LAUNCHING>PLATOON<OPERATORS	161/61/VIGIL
PLATOONS	A STUDY OF LEADERSHIP IN ARMY INFANTRY>PLATOONS</ JOB ANALYSIS	107/58/OFFTR
	LEADERSHIP IN ARMY INFANTRY>PLATOONS<: STUDY II/ ACTIVITIES QUESTIONNAIRE	107/60/OFFTR
	PLATTRAIN- PREMISES AND TRAINING IMPLICATIONS FOR IMPROVING TACTICAL PROFICIENCY OF RIFLE>PLATOONS<	*111/59/PLATT
	A SURVEY OF PROBLEMS IN THE TACTICAL TRAINING OF ARMORED CAVALRY>PLATOONS<	123/63/RECON
PLATTRAIN	>PLATTRAIN<- PREMISES AND TRAINING IMPLICATIONS FOR IMPROVING TACTICAL PROFICIENCY OF RIFLE PLATOONS	*111/59/PLATT
POLITICAL	KOJE-DO COMPLICATIONS: SOCIAL,>POLITICAL<ORGANIZATION OF KOREAN POWS IN UNC POW CAMPS, 1950-51 (U)	*150/55/TICK
	>POLITICAL<BEHAVIOR OF KOREAN AND CHINESE PRISONERS OF WAR IN KOREAN CONFLICT- A HISTORICAL ANALYSIS	*150/58/TICK
POPULATION	DISTRIB OF INSTRUMENTAL DIOPTER SETTINGS IN ARMY>POPULATION<, RELATION TO PERTINENT VISION VARIABLES	*122/54/RANGE
POPULATIONS	SOME EFFECTS OF OVERSEAS DUTY ON THE ATTITUDES OF AMERICAN TROOPS TOWARD HOST>POPULATIONS<	15/54/ACROS
POSITION	THE EFFECTS OF MAP SCALE ON>POSITION<LOCATION/AERIAL NAVIGATION TRAINING/ TARGET LOCATION	81/65/LOWEN
POSITIONAL	EFFECTS OF TIME-SHARING AND BODY>POSITIONAL<DEMANDS ON CUTANEOUS INFORMATION PROCESSING	171/65/ES-30
POTENTIAL	INTERPERSONAL KNOWLEDGE AND RATED LEADER>POTENTIAL<	96/60/NCO
	A PROGRAM FOR DEVELOPING>POTENTIAL<NONCOMMISSIONED OFFICERS	99/67/NCO
POW	A STUDY OF THE>POW<EXPERIENCES OF A SPECIFIC NATIONAL GROUP (U)/PSYCHOLOGICAL WARFARE	115/55/PSYFR
	RESEARCH ON METHODS OF INTERVIEWING FOREIGN INFORMANTS/ INTERROGATION/>POW<	131/56/RIM
POWS	A LIMITED LANGUAGE FOR OBTAINING COMBAT INFORMATION FROM>POWS<- A PILOT STUDY	38/60/CONTA
	CORRELATES OF COLLABORATION AND RESISTANCE BEHAVIOR AMONG U.S. ARMY>POWS<IN KOREA	115/57/PSYFR
	KOJE-DO COMPLICATIONS: SOCIAL, POLITICAL ORGANIZATION OF KOREAN>POWS<IN UNC POW CAMPS, 1950-51 (U)	*150/55/TICK
PPDR	>PPDR<HANDBOOK: USE OF PILOT PERFORMANCE DESCRIPTION RECORD IN FLIGHT TRAINING QUALITY CONTROL	77/63/LIFT
PPI	DETECTABILITY ON A>PPI<SCOPE AS A FUNCTION OF TARGET VELOCITY AND NOISE LEVEL	161/61/VIGIL
	A FILTER METHOD OF ADJUSTING>PPI<'S	163/63/VIGIL
PRACTICE	THE EFFECTS OF>PRACTICE<ON THE PERFORMANCE OF BASIC ARMOR SKILLS AT NIGHT	23/61/ARMRN
	THE INFLUENCE OF>PRACTICE<FRAMES AND VERBAL ABILITY ON PROGRAMED INSTRUCTION PERFORMANCE	183/66/BR-11
	PURSUIT ROTOR PERFORMANCE-II. REINFORCING SUCCESSIVELY LONGER CONTINUOUS TRACKING OVER>PRACTICE<	*182/66/BR-9
	FROM RESEARCH TO>PRACTICE<IN ELECTRONICS MAINTENANCE TRAINING	205/68/GENRL
	EFFECTIVENESS OF VARIATIONS IN CODE>PRACTICE</ MOTIVATION/ MONOTONY	120/58/RADOP
PRACTICES	MODERN APPROACHES TO FOREIGN LANGUAGE TRAINING: A SURVEY OF CURRENT>PRACTICES<	124/67/REFIL
PREDICTING	>PREDICTING<SUCCESS IN OFFICER CANDIDATE SCHOOL WITH AN ASSESSMENT PROGRAM/ OCS	105/55/OCS
	>PREDICTING<MOTIVATION TO COMPLETE OCS WITH INTEREST INVENTORIES	105/55/OCS
	SOME PROBLEMS IN>PREDICTING<TRAINING REQUIREMENTS FOR FUTURE WEAPON SYSTEMS	160/60/UPSTR
PREDICTION	THE>PREDICTION<OF TRAINING REQUIREMENTS FOR FUTURE WEAPON SYSTEMS	160/61/UPSTR
	THE>PREDICTION<OF TRAINING REQUIREMENTS FOR FUTURE WEAPON SYSTEMS	160/62/UPSTR
	>PREDICTION<OF TRAINING REQUIREMENTS FOR FUTURE WEAPON SYSTEMS: PERSONNEL SUPPORT SYSTEM R&D PROCESS	*160/63/UPSTR
	THE>PREDICTION<OF RIFLE MARKSMANSHIP	167/56/WHOLE
PREDICTOR	TIME ESTIMATION ERROR AS A>PREDICTOR<OF ENDURANCE IN SUSTAINED SENSORY DEPRIVATION	178/62/BR-6
PREDICTORS	>PREDICTORS<, DESCRIPTIONS AND CORRELATES OF BASIC TRAINING DELINQUENTS	28/56/BASIC
	INTEGRATIVE BEHAVIOR VERSUS INDIVIDUAL SKILL MEASUREMENT AS>PREDICTORS<OF NAVIGATIONAL PERFORMANCE	129/62/RIFLE
PREFERENCE	RELATIONSHIPS BETWEEN SCHOOL>PREFERENCE<AND SUCCESS IN OCS	105/54/OCS
PREPARATION	THE APPRENTICE LEADER->PREPARATION<FOR A ROLE/ NCO	98/66/NCO
	AUTOMATION OF A PORTION OF NCO LEADERSHIP>PREPARATION<TRAINING	99/66/NCO
	IMPLEMENTATION AND UTILIZATION OF THE LEADER>PREPARATION<PROGRAM/ NCO	99/67/NCO
	PRELIMINARY ASSESSMENT OF THREE NCO LEADERSHIP>PREPARATION<TRAINING SYSTEMS	99/67/NCO
PRESENTATION	VIGILANCE PERFORMANCE UNDER CONDITIONS OF SINGLE VERSUS MULTIPLE-TYPE SIGNAL>PRESENTATION<	196/63/GENRL
	METHOD OF>PRESENTATION<, MODES, RESPONSE CATEGORY KNOWLEDGE OF RESULTS ON VIGILANCE TASK DETECTION	*199/64/GENRL
	BASIC ELECTRONICS FOR MINIMALLY QUALIFIED MEN- EXPERIMENTAL EVALUATION OF A METHOD OF>PRESENTATION<	* 79/60/LIMIT
	ORGANIZING THE>PRESENTATION<OF CONCEPTS IN EDUCATION AND TRAINING- THE LATTICE TECHNIQUE	90/62/METHO
PRESENTATIONS	HUMRRO>PRESENTATIONS<TO THIRD MEETING OF NIKE ZEUS TRAINING PANEL, ORDNANCE GUIDED MISSILE SCHOOL	192/59/GENRL
PRETASK	SOME EFFECTS OF DIFFERENTIAL>PRETASK<INSTRUCTIONS ON AUDITORY VIGILANCE PERFORMANCE	175/67/ES-54
PRINCIPLES	FEASIBILITY OF DEVELOPING TASK CLASSIFICATION STRUCTURE FOR ORDERING TRAINING>PRINCIPLES<& CONTENT	*180/63/BR-8
PRINTED	DESIGN AND EVALUATION OF>PRINTED<JOB AIDS FOR ELECTRONICS REPAIRMEN	194/61/GENRL
PRISONERS	POLITICAL BEHAVIOR OF KOREAN AND CHINESE>PRISONERS<OF WAR IN KOREAN CONFLICT- A HISTORICAL ANALYSIS	*150/58/TICK
PROBLEM	EFFECTS OF VERBALIZATION AND INFORMATION ON>PROBLEM<SOLVING IN PROGRAMMED LEARNING	91/64/METHO
	ERROR RATE & VARIETY OF CONTEXTS: FACTORS IN TEACHING>PROBLEM<SOLVING VIA PROGRAMED INSTRUCTION	* 91/66/METHO
	EFFECTS OF WRITTEN VERBALIZATION AND TIMING OF INFORMATION ON>PROBLEM<SOLVING IN PROGRAMED LEARNING	91/66/METHO
	THE APPLICATION OF THEORETICAL FACTORS IN TEACHING>PROBLEM<SOLVING BY PROGRAMED INSTRUCTION	92/68/METHO
	AN ANALYSIS OF>PROBLEM<SOLVING FOR USE IN TROUBLE SHOOTING RESEARCH	118/55/RADAR
	INTERACTION CONTENT AND TEAM EFFECTIVENESS/ STUDY OF SMALL GROUP>PROBLEM<SOLVING/ COORDINATION	157/66/UNIFE
PROBLEM-SOLVING	COMMITTEE>PROBLEM-SOLVING<TECHNIQUES AT THE NATIONAL WAR COLLEGE	112/54/POLIC
PROBLEMS	CROSS-CULTURAL>PROBLEMS<OF U.S. ARMY PERSONNEL IN LAOS AND THEIR IMPLICATIONS FOR AREA TRAINING	18/64/AREA
	EXAMPLES OF CROSS-CULTURAL>PROBLEMS<ENCOUNTERED BY AMERICANS WORKING OVERSEAS- INSTRUCTORS HANDBOOK	* 18/65/AREA
	AN APPRAISAL OF SOME NIGHT TRAINING>PROBLEMS<IN ARMOR UNIT OF SEVENTH UNITED STATES ARMY (U)	23/61/ARMRN
	TECHNICAL SUPPLEMENT TO THE REPORT ON A SURVEY OF ARMOR TRAINING>PROBLEMS<	26/55/ARSUR
	A SURVEY OF TRAINING>PROBLEMS<IN ARMOR	26/56/ARSUR
	SOME>PROBLEMS<OF BASIC TRAINING EFFECTIVENESS	27/54/BASIC
	SOME>PROBLEMS<IN THE RETENTION OF ARMY ENLISTED PERSONNEL	30/58/CAREE
	STUDY OF HUMAN FACTORS IN OPERATION OF NIKE AJAX SYSTEM, PART I: TRAINING>PROBLEMS<& REQUIREMENTS	* 35/58/CLASS
	THE FORMULATION OF TRAINING>PROBLEMS<	172/66/ES-43
	SOME>PROBLEMS<IN THE RELIABILITY OF THE ADJECTIVE CHECKLIST	56/61/FIGHT
	AN IBM APPLICATION TO SCALING>PROBLEMS<	190/55/GENRL
	SOME>PROBLEMS<IN THE DESCRIPTION OF JOBS FOR ELECTRONIC MAINTENANCE TRAINING	191/59/GENRL
	HUMAN FACTOR>PROBLEMS<ASSOCIATED WITH FLIGHT AT LOW ALTITUDE AND HIGH SPEED	193/60/GENRL
	MEDICAL OFFICERS OPINIONS ON PROFESSIONAL AND PERSONAL>PROBLEMS<OF ARMY SERVICE	89/53/MEDIC
	AERIAL OBSERVER>PROBLEMS<	102/61/OBSER
	BASIC>PROBLEMS<IN SMALL-UNIT LEADERSHIP	107/62/OFFTR
	A SURVEY OF>PROBLEMS<IN THE TACTICAL TRAINING OF ARMORED CAVALRY PLATOONS	123/63/RECON
	THE ADVENT OF THE KYLCYSTICS/ TEAM APPROACH TO TRAINING>PROBLEMS<	134/59/SAMOF
	A SURVEY OF>PROBLEMS<IN THE TACTICAL TRAINING OF ARMOR UNITS (U)	159/61/UNIT
	SOME>PROBLEMS<IN PREDICTING TRAINING REQUIREMENTS FOR FUTURE WEAPON SYSTEMS	160/60/UPSTR
PROCEDURAL	A>PROCEDURAL<GUIDE FOR TECHNICAL IMPLEMENTATION OF THE FORECAST METHODS OF TASK AND SKILL ANALYSIS	62/61/FOREC
PROCEDURES	HUMAN FACTORS IN OPERATION OF NIKE AJAX SYSTEM, II: SHOOTING TEAM--RECOMMENDED OPERATING>PROCEDURES<	* 35/58/CLASS
	THE AAFCS M-33 OPERATOR- A MANUAL OF OPERATING>PROCEDURES<	118/56/RADAR
	MANUAL OF>PROCEDURES<FOR DERIVING TRAINING OBJECTIVES FOR JUNIOR OFFICERS	135/64/SAMOF
	DEVELOPMENT OF>PROCEDURES<FOR DERIVING TRAINING OBJECTIVES FOR JUNIOR OFFICER JOBS	135/66/SAMOF
	FLIGHT EVALUATION>PROCEDURES<AND QUALITY CONTROL OF TRAINING	186/68/TAS
	STUDIES OF FIXED>PROCEDURES<TRAINING- A PRELIMINARY TEST OF A SELF-INSTRUCTIONAL METHOD	149/63/TEXTR
PROCESSING	HUMAN>PROCESSING<OF OLFACTORY INFORMATION	196/63/GENRL
PROCUREMENT	>PROCUREMENT<OF COUNTER INTELLIGENCE CORPS TRAINEES	32/57/CINCO
PRODUCTIVITY	SOCIOMETRIC CHOICES AND GROUP>PRODUCTIVITY<AMONG RADAR CREWS	13/55/AAA
	MULTIPLE CRITERIA IN>PRODUCTIVITY<STUDIES OF MILITARY GROUPS	190/55/GENRL
PROFESSIONAL	THE>PROFESSIONAL<SOLDIER: A SOCIAL AND POLITICAL PORTRAIT, BY MORRIS JANOWITZ/ REVIEW	193/60/GENRL

PROFESSIONAL	MEDICAL OFFICERS OPINIONS ON>PROFESSIONAL<AND PERSONAL PROBLEMS OF ARMY SERVICE	89/53/MEDIC
PROFICIENCY	RELATION BETWEEN ELECTRONICS MAINT.>PROFICIENCY<AND RETENTION OF THEORY ORIENTED ELECTRONIC INFO	* 14/58/ACHIL
	OPERATOR>PROFICIENCY<IN INTERPRETING GROUND SURVEILLANCE RADAR SIGNALS	25/64/ARMRN
	INCREASING ELECTRONICS MAINTENANCE>PROFICIENCY<THROUGH CUE-RESPONSE ANALYSIS	62/59/FOREC
	AN ANNOTATED BIBLIOGRAPHY ON>PROFICIENCY<MEASUREMENT FOR TRAINING QUALITY CONTROL	198/64/GENRL
	THE EFFECT OF INCREASED SUBCALIBER SUBSTITUTION TRAINING ON 90MM GUNNERY>PROFICIENCY<	65/55/GUNNE
	THE EFFECTS ON FLIGHT>PROFICIENCY<MEASUREMENT RELIABILITY OF DIFFERENCES ON CHECKPILOT STANDARDS	76/59/LIFT
	IMPROVING FLIGHT>PROFICIENCY<EVALUATION IN ARMY HELICOPTER PILOT TRAINING	77/62/LIFT
	DEPENDENCY ON SUPERVISORS,>PROFICIENCY<AND MORALE IN GUIDED MISSILE BATTERIES	80/60/LOCKO
	THE IMPROVEMENT OF TROUBLESHOOTING>PROFICIENCY<THROUGH IMPROVED MAINTENANCE MANUALS	84/61/MAINT
	THE MAP-USING>PROFICIENCY<OF BASIC TRAINEES	87/54/MAPRE
	THE EFFECT ON TRAINING AND EVALUATION OF REVIEW FOR>PROFICIENCY<TESTING	98/64/NCO
	BASIC INSTRUCTION IN LAND NAVIGATION,>PROFICIENCY<TEST MANUAL	110/58/PATRO
	PLATTRAIN- PREMISES AND TRAINING IMPLICATIONS FOR IMPROVING TACTICAL>PROFICIENCY<OF RIFLE PLATOONS	*111/59/PLATT
	DEVELOPMENT OF>PROFICIENCY<TESTS FOR BASIC COMBAT AND LIGHT INFANTRY TRAINING	113/55/PROFI
	AAFCS M-33 MECHANIC>PROFICIENCY<TEST: I- COMPARISON OF MECHANICS WITH, WITHOUT FIELD EXPERIENCE	*118/57/RADAR
	THE AAFCS M-33 MECHANIC>PROFICIENCY<TEST: PART II - DEVELOPMENT AND CROSS-VALIDATION	*118/57/RADAR
	A FOLLOW-UP STUDY OF EXPERIMENTALLY AND CONVENTIONALLY TRAINED FIELD RADIO REPAIRMEN/>PROFICIENCY<	*128/60/REPAI
	COMBAT SUBJECTS,>PROFICIENCY<LEVELS ESSENTIAL TO 1962 TRAINING, LIGHT WEAPON INFANTRYMAN, MOS 111.0	*129/58/RIFLE
	A TEST OF A METHOD OF CONVERTING>PROFICIENCY<SCORES TO LEARNING TIME SCORES	131/64/RINGE
	>PROFICIENCY<TESTING- A TOOL FOR TRAINING MANAGEMENT	134/59/SAMOF
	MEASUREMENT OF THE JOB>PROFICIENCY<OF NIKE AJAX PLATOON LEADERS	134/60/SAMOF
	AN EVALUATION OF THE ON-THE-JOB>PROFICIENCY<OF TRAINED TANK CREWMEN	138/58/SHOCK
	THE EFFECTS OF INCREASING AND DECREASING TRAINING TIME ON>PROFICIENCY<IN THE CRITICAL ARMOR SKILLS	138/59/SHOCK
	TARGET PLACEMENT ON A DETECTION>PROFICIENCY<COURSE	153/54/TRANF
	DEVELOPMENT AND USE OF>PROFICIENCY<TESTS FOR NIKE SYSTEM LAUNCHING PLATOON OPERATORS	161/61/VIGIL
	SOURCES OF VARIABILITY IN MISSILE UNIT EVALUATIONS/ OPERATIONAL READINESS TESTS/ UNIT>PROFICIENCY<	165/66/VIGIL
PROGRAM	THE PLANNING OF>PROGRAM<RESEARCH	190/55/GENRL
	A>PROGRAM<FOR DEVELOPING POTENTIAL NONCOMMISSIONED OFFICERS	99/67/NCO
	DEVELOPMENT AND EVALUATION OF A>PROGRAM<OF INSTRUCTION IN BASIC LAND NAVIGATION	110/61/PATRO
PROGRAMED	MEASURES OF ABILITY AND>PROGRAMED<INSTRUCTION PERFORMANCE/ INDIVIDUAL DIFFERENCES	183/65/BR-11
	THE INFLUENCE OF PRACTICE FRAMES AND VERBAL ABILITY ON>PROGRAMED<INSTRUCTION PERFORMANCE	183/66/BR-11
	A DESCRIPTION OF SNAP PROGRAMMING/>PROGRAMED<INSTRUCTION	63/63/FOREC
	WHAT>PROGRAMED<INSTRUCTION IS-AND ISN'T	197/63/GENRL
	BEYOND>PROGRAMED<INSTRUCTION	197/64/GENRL
	THE APPLICATION OF>PROGRAMED<INSTRUCTION TO FOREIGN LANGUAGE AND LITERACY TRAINING	199/65/GENRL
	MILITARY APPLICATIONS OF PROGRAMED INSTRUCTION; MANAGEMENT CONSIDERATIONS IN>PROGRAMED<INSTRUCTION	199/65/GENRL
	MILITARY APPLICATIONS OF>PROGRAMED<INSTRUCTION; MANAGEMENT CONSIDERATIONS IN PROGRAMED INSTRUCTION	199/[illegible]ENRL
	AN EVAL OF EFFECTS OF>[illegible]AMED<INSTRUCTION RESPONSE ORIGIN & FORM ON ACQUISITION & RETENTION SCORES	* 75/[illegible]/LEAD
	THE EFFECT OF>PROGRAMED<INSTRUCTION RESPONSE CONDITIONS ON ACQUISITION AND RETENTION	75/[illegible]/LEAD
	>PROGRAMED<LEARNING IN VIETNAMESE: CONSTRUCTION AND EVALUATION OF A SHORT PRACTICAL LANGUAGE COURSE	86/67/MALT
	EFFECTS OF WRITTEN VERBALIZATION AND TIMING OF INFORMATION ON PROBLEM SOLVING IN>PROGRAMED<LEARNING	91/66/METHO
	ERROR RATE & VARIETY OF CONTEXTS: FACTORS IN TEACHING PROBLEM SOLVING VIA>PROGRAMED<INSTRUCTION	* 91/66/METHO
	THE APPLICATION OF THEORETICAL FACTORS IN TEACHING PROBLEM SOLVING BY>PROGRAMED<INSTRUCTION	92/68/METHO
	>PROGRAMED<INSTRUCTION AND LOW ALTITUDE AERIAL OBSERVATION	103/64/OBSER
	DEVELOPMENT OF TECHNICAL TRAINING MATERIALS FOR NIKE HERCULES JUNIOR OFFICER/>PROGRAMED<INSTRUCTION	136/66/SAMOF
	TEACHING MACHINES AND>PROGRAMED<INSTRUCTION - SOME FACTORS TO CONSIDER IN IMPLEMENTATION	148/61/TEXTR
	>PROGRAMED<INSTRUCTION WHERE WE ARE TODAY IN THE MILITARY	149/62/TEXTR
PROGRAMING	SNAP>PROGRAMING<- TROUBLESHOOTING THE IMPROVED NIKE HERCULES HIPAR TRANSMITTER	63/64/FOREC
PROGRAMMED	>PROGRAMMED<INSTRUCTION- A PLAN OF RESEARCH	29/61/BASIC
	>PROGRAMMED<LEARNING: PROLOGUE TO INSTRUCTION	172/67/ES-42
	TEACHING MACHINES AND>PROGRAMMED<LEARNING IN USE: IN THE ARMY - THE PAST AND PLANS	195/62/GENRL
	>PROGRAMMED<INSTRUCTION AND THE TECHNOLOGY OF TRAINING	196/63/GENRL
	>PROGRAMMED<INSTRUCTION UNDER A DEMAND FEEDBACK SCHEDULE	198/64/GENRL
	DEVELOPMENT OF A SHORT, PRACTICAL,>PROGRAMMED<VIETNAMESE COURSE	85/65/MALT
	EFFECTS OF VERBALIZATION AND INFORMATION ON PROBLEM SOLVING IN>PROGRAMMED<LEARNING	91/64/METHO
	>PROGRAMMED<LEARNING AND LOW ALTITUDE OBSERVATION	103/63/OBSER
	FOREIGN LANGUAGE>PROGRAMMED<MATERIALS: 1966	124/67/REFIL
	RESEARCH PROBLEMS CAUSED BY THE IMPLEMENTATION OF>PROGRAMMED<INSTRUCTION	149/62/TEXTR
PROGRAMMER	THE SUBJECT-MATTER EXPERT AND THE>PROGRAMMER<	135/61/SAMOF
PROGRAMMERS	SOME RESEARCH NEEDS IN SELECTING AND TRAINING>PROGRAMMERS<	149/61/TEXTR
	A HANDBOOK FOR>PROGRAMMERS<OF AUTOMATED INSTRUCTION	149/63/TEXTR
PROGRAMMING	PROBLEMS IN>PROGRAMMING<AN INTENSIVE ORAL-AURAL LANGUAGE COURSE	39/61/CONTA
	LANGUAGE>PROGRAMMING<FOR THE FOREIGN STUDENT	39/61/CONTA
	>PROGRAMMING<AN INTENSIVE ORAL-AURAL LANGUAGE COURSE	39/62/CONTA
	A DESCRIPTION OF SNAP>PROGRAMMING</ PROGRAMED INSTRUCTION	63/63/FOREC
	SNAP>PROGRAMMING</PROGRAMED INSTRUCTION	63/64/FOREC
	EXPERIMENTATION AND>PROGRAMMING<	91/64/METHO
	A PROCEDURAL GUIDE TO THE>PROGRAMMING<OF INSTRUCTION- PRELIMINARY REPORT	149/62/TEXTR
PROGRAMS	DEVELOPMENT OF TRAINING>PROGRAMS<FOR 1ST ENLISTMENT REPAIRMEN- I. HOW TO DEFINE TRAINING OBJECTIVES	* 72/60/JOBTR
	DEVELOPMENT OF IMPROVED RIFLE SQUAD TACTICAL & PATROLLING>PROGRAMS<FOR LIGHT WEAPONS INFANTRYMAN	*130/65/RIFLE
	DEVELOPMENT OF 2 AUTOMATED>PROGRAMS<FOR TEACHING MILITARY JUSTICE TO MEN OF VARIOUS APTITUDE LEVELS	142/68/SPECT
PROGRESS	>PROGRESS<REPORT ON TASK NICORD/ ORDNANCE GUIDED MISSILE MAINTENANCE/ TRAINING	101/62/NICOR
PROJECTIVE	REACTIONS OF MEN UNDER STRESS TO A PICTURE>PROJECTIVE<TEST	52/57/FIGHT
	QUANTITATIVE SUBJECTIVE AND>PROJECTIVE<RESPONSES TO SERIES OF REALISTICALLY STRESSFUL SITUATIONS	* 57/61/FIGHT
PRONE	WHY>PRONE<?/ RIFLE MARKSMANSHIP	195/62/GENRL
PROPAGANDA	EFFECT OF SENSORY DEPRIVATION AND SOCIAL ISOLATION ON SELF-EXPOSURE TO>PROPAGANDA<& ATTITUDE CHANGE	*178/63/BR-6
	SOVIET MILITARY DEFECTORS AND WESTERN>PROPAGANDA<- A PILOT STUDY (U)	36/55/COMPR
	CATALOGUE OF MUSIC RECORDINGS FOR>PROPAGANDA<BROADCASTS TO SELECTED COMMUNIST COUNTRIES (U)	155/54/TREBL
PROSE-LEARNING	ELEMENTS OF A METHODOLOGY FOR>PROSE-LEARNING<RESEARCH	179/66/BR-7
PROTECTION	HUMAN FACTORS IN CBR OPERATIONS: CBR>PROTECTION<ON PERFORMANCE OF COMBAT SKILLS IN HOT WEATHER (U)	*114/61/PROTE
	IS THIS ENOUGH?/ CBR>PROTECTION<	129/60/RIFLE
PROTECTIVE	EFFECT OF WEARING THE CBR>PROTECTIVE<MASK UPON THE PERFORMANCE OF SELECTED INDIVIDUAL COMBAT SKILLS	*114/59/PROTE
	EFFECT OF>PROTECTIVE<MASKING ON SMOKE GENERATOR & FUEL SUPPLY TEAM PERFORMANCE: ARMY CHEMICAL CORPS	*114/59/PROTE
	EFFECT OF WEARING THE CBR>PROTECTIVE<MASK UPON THE PERFORMANCE OF SELECTED INDIVIDUAL COMBAT SKILLS	*114/60/PROTE
PSYCHIATRIC	A COMPARISON BETWEEN THE PEACE TIME>PSYCHIATRIC<CASUALTY RATES OF PARACHUTISTS AND NON-PARACHUTISTS	190/55/GENRL
PSYCHOLOGICAL	EXPERIMENTAL STUDIES OF SENSORY DEPRIVATION AND SOCIAL ISOLATION>PSYCHOLOGICAL<REACTION	179/66/BR-6
	DESERT ROCK I- A>PSYCHOLOGICAL<STUDY OF TROOP REACTIONS TO AN ATOMIC EXPLOSION	42/53/DR-I
	DESERT ROCK I- A>PSYCHOLOGICAL<STUDY OF TROOP REACTIONS TO AN ATOMIC EXPLOSION- DATA ON ATTRITION	* 42/53/DR-I
	>PSYCHOLOGICAL<AND PHYSIOLOGICAL RESPONSES IN OBSERVERS OF AN ATOMIC TEST SHOT	54/58/FIGHT
	A NOTE ON EOSINOPENIA AS AN INDEX OF>PSYCHOLOGICAL<STRESS	55/60/FIGHT
	VALIDITY AND RELIABILITY OF CERTAIN INDICATORS OF>PSYCHOLOGICAL<STRESS	56/60/FIGHT
	URINARY RESPONSES TO>PSYCHOLOGICAL<STRESSES	57/62/FIGHT
	VALIDITY AND RELIABILITY OF CERTAIN MEASURES OF>PSYCHOLOGICAL<STRESS	57/62/FIGHT
	EXPERIMENTAL STUDIES OF>PSYCHOLOGICAL<STRESS IN MAN	57/62/FIGHT
	>PSYCHOLOGICAL<AND PHYSIOLOGICAL CRITERIA FOR STRESS SIMULATION RESEARCH	58/63/FIGHT
	>PSYCHOLOGICAL<WARFARE RESEARCH: A LONG RANGE PROGRAM-PART ONE, ESSENTIAL BACKGROUND INFORMATION (U)	189/53/GENRL
	>PSYCHOLOGICAL<RESEARCH IN ELECTRONICS MAINTENANCE TRAINING	200/65/GENRL
	THE KAZAKHS- A BACKGROUND STUDY FOR>PSYCHOLOGICAL<WARFARE	74/55/KAZPO
	>PSYCHOLOGICAL<APPROACH TO DESIGN OF SHORT SELF-INSTRUCTIONAL FUNCTIONAL COURSE IN FOREIGN LANGUAGE	* 85/64/MALT
	SOME>PSYCHOLOGICAL<ASPECTS IN FOREIGN LANGUAGE TRAINING	85/65/MALT
	SATELLITE GENERALS: SOME VULNERABILITIES TO>PSYCHOLOGICAL<WARFARE (U)	90/55/MELIT
	PSYCHOLOGICAL WARFARE JOB REQUIREMENTS & TRAINING- EVAL OF>PSYCHOLOGICAL<WARFARE SCHOOL CURRICULUM	*115/56/PSYJO
	>PSYCHOLOGICAL<WARFARE JOB REQUIREMENTS & TRAINING- EVAL OF PSYCHOLOGICAL WARFARE SCHOOL CURRICULUM	*115/56/PSYJO
	MOTIVATIONS OF CHINESE COMMUNIST SOLDIER: BASIS FOR RESEARCH SUPPORTING MILIT>PSYCHOLOGICAL<WARFARE	*150/58/TICK
	COMMUNIST VULNERABILITIES TO THE USE OF MUSIC IN>PSYCHOLOGICAL<WARFARE (U)	155/54/TREBL
PSYCHOLOGIST	THE GUIDING ASSUMPTIONS OF LIBERAL ARTS PROGRAMMING: A>PSYCHOLOGIST<'S VIEW	196/63/GENRL

PSYCHOLOGY	SELECTED CURRENT RESEARCH IN MILITARY>PSYCHOLOGY<	195/61/GENRL
	CURRENT VIEWS ON>PSYCHOLOGY<AND LEADERSHIP	196/62/GENRL
PSYCHOMOTOR	SUSCEPTIBILITY TO STRESS ON A SIMPLE>PSYCHOMOTOR<TASK	73/56/JUMPB
PSYCHOPHYSIOLOGIC	HUMAN>PSYCHOPHYSIOLOG.<RESPONSE TO STRESS- SUCCESSFUL EXPERIMENTAL SIMULATION OF REAL-LIFE STRESSES	* 55/59/FIGHT
PURSUIT	>PURSUIT<ROTOR PERFORMANCE-II. REINFORCING SUCCESSIVELY LONGER CONTINUOUS TRACKING OVER PRACTICE	*182/66/BR-9
	>PURSUIT<ROTOR PERFORMANCE-I REINFORCING LONGER INTERVALS OF CONTINUOUS TRACKING WITHIN EACH TRIAL	*181/66/BR-9
PW	FACTORS RELATED TO THE COLLABORATION AND RESISTANCE BEHAVIOR OF U.S. ARMY>PW<'S IN KOREA	115/56/PSYFR
	FACTORS RELATED TO THE COLLABORATION AND RESISTANCE BEHAVIOR OF U.S. ARMY>PW<'S IN KOREA	115/57/PSYFR
Q-SORT	THE USE OF THE>Q-SORT<FOR COLLECTING ATTITUDE DATA FROM COMPANY COMMANDERS UNDER FIELD CONDITIONS	71/56/INTER
QUADRANT	ERROR IN THE USE OF THE M1 GUNNERS>QUADRANT<	59/55/FIREP
QUALIFICATION	THE TRAINING EFFECTIVENESS OF TABLE VII OF THE TANK GUNNERY>QUALIFICATION<COURSE	59/59/FIREP
QUALITATIVE	A METHOD OF WIDE APPLICABILITY FOR TESTING HYPOTHESES ABOUT THE STRUCTURE OF>QUALITATIVE<VARIABLES	191/57/GENRL
QUALITY	AN ANNOTATED BIBLIOGRAPHY ON PROFICIENCY MEASUREMENT FOR TRAINING>QUALITY<CONTROL	198/64/GENRL
	CONTROLLING THE>QUALITY<OF TRAINING	200/65/GENRL
	LET'S TAKE A LOOK AT>QUALITY<CONTROL IN HELICOPTER TRAINING	76/61/LIFT
	A>QUALITY<CONTROL PROGRAM APPLIED TO HELICOPTER TRAINING	77/63/LIFT
	PPDR HANDBOOK: USE OF PILOT PERFORMANCE DESCRIPTION RECORD IN FLIGHT TRAINING>QUALITY<CONTROL	77/63/LIFT
	A SYSTEM OF FLIGHT TRAINING>QUALITY<CONTROL AND ITS APPLICATION TO HELICOPTER TRAINING	77/63/LIFT
	FLIGHT TRAINING>QUALITY<CONTROL	77/64/LIFT
	FLIGHT EVALUATION PROCEDURES AND>QUALITY<CONTROL OF TRAINING	186/68/TAS
QUANTITATIVE	A>QUANTITATIVE<APPROACH TO THE STUDY OF DIRECTED CROSS-CULTURAL CHANGE	33/64/CIVIC
QUESTIONNAIRE	RESULTS OF LEADER BEHAVIOR DESCRIPTION>QUESTIONNAIRE<TECHNIQUE FOR ARMY BASIC TRAINING COMPANIES	* 28/56/BASIC
	THE CORRECTIVE ACTION>QUESTIONNAIRE<- DEVELOPMENT AND ADMINISTRATION TO OFFICERS AND NCOS/ ATTITUDES	31/66/CENTR
	LEADERSHIP IN ARMY INFANTRY PLATOONS: STUDY II/ ACTIVITIES>QUESTIONNAIRE<	107/60/OFFTR
	THE EFFECT OF INTERCESSION AND ALTRUISTIC APPEALS UPON>QUESTIONNAIRE<RETURN RATES	134/59/SAMOF
RACE	EFFECT OF INTELLIGENCE,>RACE<ON CORRELATION OF BARRON-WELSH FIGURE PREFERENCES & COMBAT PERFORMANCE	* 52/57/FIGHT
	SOCIOMETRIC EFFECTS OF>RACE<AND COMBAT PERFORMANCE	53/58/FIGHT
RADAR	SOCIOMETRIC CHOICES AND GROUP PRODUCTIVITY AMONG>RADAR<CREWS	13/55/AAA
	CREW DESCRIPTION DIMENSIONS AND>RADAR<CREW EFFECTIVENESS	13/55/AAA
	OPERATOR PROFICIENCY IN INTERPRETING GROUND SURVEILLANCE>RADAR<SIGNALS	25/64/ARMRN
	DEVELOPMENT AND EVALUATION OF AN EXPERIMENTAL ORDNANCE>RADAR<REPAIR COURSE	*101/64/NICOR
	A BIBLIOGRAPHY OF HUMAN FACTORS IN>RADAR<OPERATION AND MAINTENANCE	117/53/RADAR
	SUPPLEMENT TO A BIBLIOGRAPHY OF HUMAN FACTORS IN>RADAR<OPERATION AND MAINTENANCE	117/55/RADAR
	A PERFORMANCE TEST FOR THE AAFCS M-33>RADAR<MECHANIC AND OBSERVATIONS ON TROUBLE SHOOTING BEHAVIOR	117/55/RADAR
	A THREE-HOUR PERFORMANCE TEST TO EVALUATE JOB EFFECTIVENESS OF ARMY>RADAR<MECHANICS	118/55/RADAR
	COLLECTED PAPERS PREPARED UNDER WORK UNIT>RADAR<: TRAINING RADAR OPERATORS & MAINTENANCE PERSONNEL	119/68/RADAR
	TENTATIVE OPERATING CHARACTERISTIC & EMPLOYMENT, GROUND SURVEILLANCE>RADAR<IN INFANTRY BATTLE GROUP	*147/60/SWING
	THE ACCURACY OF TWO MODES OF>RADAR<TRACKING FOR TWO VISUAL NOISE LEVELS	161/60/VIGIL
	>RADAR<TRACKING ACCURACY AS A FUNCTION OF TRAINING AND TASK VARIABLES	161/61/VIGIL
	AN ATTEMPT TO DEVELOP A>RADAR<OPERATOR SCREENING TEST- A REPORT OF SIMULATOR INSTABILITY	162/62/VIGIL
	THE RELATION BETWEEN>RADAR<DETECTION AND THE OBSERVER S CONCEPT OF A TARGET	162/62/VIGIL
	RELATION BETWEEN>RADAR<DETECTION AND THE OBSERVER'S CONCEPT OF A TARGET	164/64/VIGIL
	>RADAR<TARGET DETECTION AS INFLUENCED BY EXPERIENCE AND TRAINING	164/64/VIGIL
	>RADAR<TARGET DETECTION AS A FUNCTION OF SEARCH AREA AND VIEWING DISTANCE	164/65/VIGIL
RADIO	RECORDS OF FIELD>RADIO<REPAIRMEN, V - EQUIPMENT OTHER THAN AM OR FM SETS AND ASSOCIATED COMPONENTS	*127/56/REPAI
	REPAIR RECORDS FIELD>RADIO<RPRMEN, II - STANDARD FM SETS EXCEPT RT-66, 67, 68 TRANSMITTER-RECEIVER	*126/56/REPAI
	RECORDS FIELD>RADIO<RPRMEN, III- FM TRANSMITTERS, RECEIVERS & MANPACKED SETS EXCEPT STANDARD FM SET	*126/56/REPAI
	REPAIR RECORDS OF FIELD>RADIO<REPAIRMEN, IV - AM TRANSMITTERS & RECEIVERS AND ASSOCIATED COMPONENTS	*126/56/REPAI
	RECORDS OF FIELD>RADIO<RPRMEN, I - TRANSMITTER-RECEIVER RT-66, 67, 68, COMPONENTS OF STAND. FM SETS	*126/56/REPAI
	ACTIVITIES OF FIELD>RADIO<REPAIR PERSONNEL WITH IMPLICATIONS FOR TRAINING	127/58/REPAI
	THE IMPLEMENTATION OF FUNCTIONAL CONTEXT TRAINING IN A>RADIO<REPAIRMAN COURSE	127/59/REPAI
	DEVELOPMENT AND EVALUATION OF AN IMPROVED FIELD>RADIO<REPAIR COURSE/ FUNCTIONAL CONTEXT	127/59/REPAI
	DEVELOPMENT AND EVALUATION OF AN IMPROVED>RADIO<REPAIR COURSE/ BASIC ELECTRONICS	127/59/REPAI
	A FOLLOW-UP STUDY OF EXPERIMENTALLY AND CONVENTIONALLY TRAINED FIELD>RADIO<REPAIRMEN/ PROFICIENCY	*128/60/REPAI
	A FOLLOW-UP STUDY OF EXPERIMENTALLY AND CONVENTIONALLY TRAINED FIELD>RADIO<REPAIRMEN	128/60/REPAI
RADIO-CONTROLLED	>RADIO-CONTROLLED<TANKS FOR REALISTIC COMBAT TRAINING	159/60/UNIT
RADIOS	SIMPLIFICATION OF THE PANEL LAYOUT ON STANDARD SERIES TANK>RADIOS<	21/57/ARMRC
RANDOM	A COMPARISON OF CONSTRAINED AND>RANDOM<METRIC FIGURES IN PAIRED-ASSOCIATES LEARNING	180/67/BR-8
	COMPARISON OF>RANDOM<PAIRS AND REAL PAIRS ON A SIMPLE AUDITORY COUNTING TASK	121/63/RAID
RANGE	PERFORMANCE OF GROUND OBSERVER IN DETECTING, RECOGNIZING, & ESTIMATING>RANGE<, LOW-ALTITUDE AIRCRAFT	*173/66/ES-44
	AIRCRAFT DETECTION,>RANGE<ESTIMATION, AND AUDITORY TRACKING TESTS IN A DESERT ENVIRONMENT	173/67/ES-44
	COMPARISON OF THE STEREOSCOPIC>RANGE<FINDER, M12 WITH THE COINCIDENCE RANGE FINDER, T43 (U)	59/57/FIREP
	COMPARISON OF THE STEREOSCOPIC RANGE FINDER, M12 WITH THE COINCIDENCE>RANGE<FINDER, T43 (U)	59/57/FIREP
	COMPARISON OF STEREOSCOPIC, M12, & COINCIDENCE, T43,>RANGE<FINDERS- RANGE DETERMINATION AT NIGHT	* 59/59/FIREP
	A SIMPLIFIED METHOD FOR RATING THE PERFORMANCE OF STEREOSCOPIC>RANGE<FINDER OPERATORS	122/56/RANGE
	A STUDY OF TRAINING OF STEREOSCOPIC>RANGE<FINDER OPERATORS FOR ARMOR (U)	122/57/RANGE
	STUDIES ON TRAINING GROUND OBSERVERS TO ESTIMATE>RANGE<TO AERIAL TARGETS	140/68/SKYFI
	STUDIES DURING PROJECT STALK: III- SELECTION AND TRAINING OF STEREOSCOPIC>RANGE<FINDER OPERATORS (U)	*144/55/SQUAD
RANGE-FINDER	THE TRAINING EFFECTIVENESS OF A STEREOSCOPIC>RANGE-FINDER<TRAINER/ OROPT-TI	120/54/RADEV
RANKS	WEIGHTED SCORES,>RANKS<, C-SCALE SCORES, EVAL ACTIVITIES OF JOB DESCRIPTIONS, NIKE AJAX BATTERY OFF.	*134/59/SAMOF
RATING	A SIMPLIFIED METHOD FOR>RATING<THE PERFORMANCE OF STEREOSCOPIC RANGE FINDER OPERATORS	122/56/RANGE
	SPANOCON- SPAN OF CONTROL, 2. EFFECT ON RELIABILITY OF FREE AND FORCED DISTRIBUTIONS IN>RATING<	141/61/SPAND
RATINGS	RELATIONSHIPS AMONG LEADER EFFECTIVENESS>RATINGS<, INTELLIGENCE AND JOB KNOWLEDGE	106/57/OFFTR
RCAF	>RCAF<EXPERIENCE WITH THE TRAINING OF NATO AIRCREW	193/60/GENRL
RE-LAYING	CONSISTENCY IN>RE-LAYING<AS A FACTOR IN TANK GUNNERY	65/55/GUNNE
REACTION	EXPERIMENTAL STUDIES OF SENSORY DEPRIVATION AND SOCIAL ISOLATION PSYCHOLOGICAL>REACTION<	179/66/BR-6
REACTIONS	DESERT ROCK I- A PSYCHOLOGICAL STUDY OF TROOP>REACTIONS<TO AN ATOMIC EXPLOSION- DATA ON ATTRITION	* 42/53/DR-I
	DESERT ROCK I- A PSYCHOLOGICAL STUDY OF TROOP>REACTIONS<TO AN ATOMIC EXPLOSION	42/53/DR-I
	DESERT ROCK IV->REACTIONS<OF AN ARMORED INFANTRY BATTALION TO AN ATOMIC BOMB MANEUVER	42/53/DR-IV
	DESERT ROCK V->REACTIONS<, TROOP PARTICIPANTS, FORWARD VOLUNTEER OFFICER GROUPS TO ATOMIC EXERCISES	* 43/53/DR-V
	>REACTIONS<OF MEN UNDER STRESS TO A PICTURE PROJECTIVE TEST	52/57/FIGHT
READINESS	THE TANK PLATOON COMBAT>READINESS<CHECK	159/62/UNIT
	THE DEVELOPMENT AND EVALUATION OF THE TANK PLATOON COMBAT>READINESS<CHECK	159/63/UNIT
	SOURCES OF VARIABILITY IN MISSILE UNIT EVALUATIONS/ OPERATIONAL>READINESS<TESTS/ UNIT PROFICIENCY	165/66/VIGIL
REAL	COMPARISON OF RANDOM PAIRS AND>REAL<PAIRS ON A SIMPLE AUDITORY COUNTING TASK	121/63/RAID
RECEIVERS	REPAIR RECORDS OF FIELD RADIO REPAIRMEN, IV - AM TRANSMITTERS &>RECEIVERS<AND ASSOCIATED COMPONENTS	*126/56/REPAI
	RECORDS FIELD RADIO RPRMEN, III- FM TRANSMITTERS,>RECEIVERS<& MANPACKED SETS EXCEPT STANDARD FM SET	*126/56/REPAI
RECEIVING	DEVELOPMENT OF A MEASURE OF SKILL AT>RECEIVING<INTERNATIONAL MORSE CODE	120/57/RADOP
RECOGNITION	>RECOGNITION<OF VEHICLES BY OBSERVERS LOOKING INTO A SEARCHLIGHT BEAM	22/58/ARMRN
	>RECOGNITION<THRESHOLDS & ACCURACY FOR DIFFERING BODY REGIONS AS FUNCTION OF ELECTRODE NO. & SPACING	* 37/66/COMTA
	FACTORS INFLUENCING THE VISUAL DETECTION AND>RECOGNITION<OF LOW-ALTITUDE AIRCRAFT	173/66/ES-44
	A CLASSROOM METHOD OF TRAINING AIRCRAFT>RECOGNITION<	145/68/STAR
RECOGNIZING	PERFORMANCE OF GROUND OBSERVER IN DETECTING,>RECOGNIZING<, & ESTIMATING RANGE, LOW-ALTITUDE AIRCRAFT	*173/66/ES-44
RECONNAISSANCE	FALL 1956 RESEARCH ON>RECONNAISSANCE<PATROLLING- A BASIC COURSE IN INDIVIDUAL SKILLS	110/57/PATRO
	SPRING 1956 RESEARCH ON>RECONNAISSANCE<PATROLLING- A BASIC COURSE IN INDIVIDUAL SKILLS	110/57/PATRO
RECORD	PPDR HANDBOOK: USE OF PILOT PERFORMANCE DESCRIPTION>RECORD<IN FLIGHT TRAINING QUALITY CONTROL	77/63/LIFT
RECORDING	>RECORDING<AND EVALUATING THE PERFORMANCE OF INDIVIDUALS AS MEMBERS OF SMALL GROUPS	188/53/GENRL
RECORDINGS	CATALOGUE OF MUSIC>RECORDINGS<FOR PROPAGANDA BROADCASTS TO SELECTED COMMUNIST COUNTRIES (U)	155/54/TREBL
RECORDS	REPAIR>RECORDS<OF FIELD RADIO REPAIRMEN, IV - AM TRANSMITTERS & RECEIVERS AND ASSOCIATED COMPONENTS	*126/56/REPAI
	REPAIR>RECORDS<FIELD RADIO RPRMEN, II - STANDARD FM SETS EXCEPT RT-66, 67, 68 TRANSMITTER-RECEIVER	*126/56/REPAI
	>RECORDS<FIELD RADIO RPRMEN, III- FM TRANSMITTERS, RECEIVERS & MANPACKED SETS EXCEPT STANDARD FM SET	*126/56/REPAI
	>RECORDS<OF FIELD RADIO REPAIRMEN, V - EQUIPMENT OTHER THAN AM OR FM SETS AND ASSOCIATED COMPONENTS	*127/56/REPAI
	>RECORDS<OF FIELD RADIO RPRMEN, I - TRANSMITTER-RECEIVER RT-66, 67, 68, COMPONENTS OF STAND. FM SETS	*126/56/REPAI
RECRUITS	AN EXPERIMENTAL STUDY OF MODIFICATIONS IN FACTORS INFLUENCING>RECRUITS<' ADJUSTMENT TO THE ARMY	16/54/ADCIV
	A FOLLOW-UP STUDY OF THE PERFORMANCE OF ARMY>RECRUITS<IN THEIR FIRST TOUR	155/67/TRANS
RED	ABSOLUTE IDENTIFICATION OF MUNSELL HUES UNDER>RED<ILLUMINATION	23/61/ARMRN
REDEYE	AN ANALYSIS OF THE>REDEYE<SYSTEM WITH SOME SUGGESTIONS FOR TRAINING (U)	185/61/TAS

REDUCTION	>REDUCTION<OF HELICOPTER PILOT ATTRITION THROUGH SYNTHETIC CONTACT FLIGHT TRAINING/ TRAINING DEVICE	44/65/ECHO
REDUNDANT	VIGILANCE PERFORMANCE UNDER CONDITIONS OF>REDUNDANT<AND NONREDUNDANT SIGNAL PRESENTATION	196/63/GENRL
REENLISTMENT	A COMPARISON OF>REENLISTMENT<INTENTIONS WITH LATER REENLISTMENT BEHAVIOR IN THREE GYROSCOPE UNITS	158/55/UNIRO
REFERENCES	SELECTED>REFERENCES<TO RESEARCH IN SENSORY DEPRIVATION	178/62/BR-6
REINFORCEMENT	EFFECTS OF DRL AND CRH SCHEDULES OF>REINFORCEMENT<IN SHAPING COLLECTIVE RESPONSE RATE OF TEAMS	*181/62/BR-9
	THE USE OF SCHEDULES OF>REINFORCEMENT<TO REGULATE A COLLECTIVE TEAM RESPONSE RATE	181/64/BR-9
	SHAPING OF THREE-MAN TEAMS ON A MULTIPLE DRL-DRH SCHEDULE USING COLLECTIVE>REINFORCEMENT<	181/64/BR-9
	PARTIAL POINT-OUT OF TARGETS AS COLLECTIVE>REINFORCEMENT<IN GROUP TARGET DETECTION TRAINING	* 60/62/FIREP
	COLLECTIVE>REINFORCEMENT<OF GROUPS	59/62/FIREP
	THE EFFECTS OF SCHEDULES OF COLLECTIVE>REINFORCEMENT<ON A CLASS DURING TRAINING IN TARGET DETECTION	* 59/62/FIREP
	EFFECTS OF SCHEDULES OF COLLECTIVE>REINFORCEMENT<ON A CLASS DURING A TARGET DETECTION COURSE	60/62/FIREP
	GRADIENTS OF GENERALIZATION IN SECONDARY>REINFORCEMENT<	191/59/GENRL
	THE ROLE OF EXPERIMENTER ATTITUDE AND CONTINGENT>REINFORCEMENT<IN A VIGILANCE TASK	197/64/GENRL
REINFORCING	PURSUIT ROTOR PERFORMANCE-II.>REINFORCING<SUCCESSIVELY LONGER CONTINUOUS TRACKING OVER PRACTICE	*182/66/BR-9
	PURSUIT ROTOR PERFORMANCE-I>REINFORCING<LONGER INTERVALS OF CONTINUOUS TRACKING WITHIN EACH TRIAL	*181/66/BR-9
RELATIONS	GOAL-DIRECTED LEADERSHIP: SUPERORDINATE TO HUMAN>RELATIONS<?	203/67/GENRL
	TRAD. ORIENTATIONS TO SOCIAL>RELATIONS<IN CHINESE RESPONSES TO COMMUNIST MILITARY-POLITICAL CONTROL	*150/58/TICK
RELIABILITY	TEST-RETEST>RELIABILITY<OF AN EXPERIMENTAL MODEL OF A VISION TESTER FOR ARMED FORCES USE	* 22/54/ARMRN
	THE>RELIABILITY<OF A MODIFIED DIGIT SPAN PROCEDURE	178/62/BR-6
	VALIDITY AND>RELIABILITY<OF CERTAIN INDICATORS OF PSYCHOLOGICAL STRESS	56/60/FIGHT
	SOME PROBLEMS IN THE>RELIABILITY<OF THE ADJECTIVE CHECKLIST	56/61/FIGHT
	VALIDITY AND>RELIABILITY<OF CERTAIN MEASURES OF PSYCHOLOGICAL STRESS	57/62/FIGHT
	SPANOCON- SPAN OF CONTROL, 2. EFFECT ON>RELIABILITY<OF FREE AND FORCED DISTRIBUTIONS IN RATING	141/61/SPANO
REMEDIAL	A STUDY OF CATEGORY IV PERSONNEL IN BASIC TRAINING/>REMEDIAL<EDUCATION/ MARGINAL PERSONNEL	31/66/CENTR
REMEMBERING	RESPONSES TO TRANSFORMATIONS:>REMEMBERING<AND UNDERSTANDING	195/61/GENRL
REMOTE	TRNG FOR SIMULATORS OF>REMOTE<CONTROL HUMAN-GUIDED MISSILE SYSTEMS--3 ATGM GUNNER TRNG PROGRAMS (U)	* 60/62/FIREP
	TRNG FOR SIMULATORS OF>REMOTE<CONTROL HUMAN-GUIDED MISSILE SYSTEMS--COMPONENT AND TOTAL SKILL EXER.	* 60/62/FIREP
REPAIR	IMPLEMENTATION OF FORECAST CONCEPT OF ELECTRONIC SYSTEM>REPAIR<AT ORDNANCE GUIDED MISSILE SCHOOL	* 63/63/FOREC
	TROUBLES REPORTED BY ELECTRONICS>REPAIR<PERSONNEL IN NIKE ORDNANCE DETACHMENTS	101/57/NICOR
	DEVELOPMENT AND EVALUATION OF AN EXPERIMENTAL ORDNANCE RADAR>REPAIR<COURSE	*101/64/NICOR
	>REPAIR<RECORDS FIELD RADIO RPRMEN, II - STANDARD FM SETS EXCEPT RT-66, 67, 68 TRANSMITTER-RECEIVER	*126/56/REPAI
	>REPAIR<RECORDS OF FIELD RADIO REPAIRMEN, IV - AM TRANSMITTERS & RECEIVERS AND ASSOCIATED COMPONENTS	*126/56/REPAI
	ACTIVITIES OF FIELD RADIO>REPAIR<PERSONNEL WITH IMPLICATIONS FOR TRAINING	127/58/REPAI
	DEVELOPMENT AND EVALUATION OF AN IMPROVED FIELD RADIO>REPAIR<COURSE/ FUNCTIONAL CONTEXT	127/59/REPAI
	DEVELOPMENT AND EVALUATION OF AN IMPROVED RADIO>REPAIR<COURSE/ BASIC ELECTRONICS	127/59/REPAI
REPAIRMAN	THE IMPLEMENTATION OF FUNCTIONAL CONTEXT TRAINING IN A RADIO>REPAIRMAN<COURSE	127/59/REPAI
REPAIRMEN	DESIGN AND EVALUATION OF PRINTED JOB AIDS FOR ELECTRONICS>REPAIRMEN<	194/61/GENRL
	DEVELOPMENT OF TRAINING PROGRAMS FOR 1ST ENLISTMENT>REPAIRMEN<- I. HOW TO DEFINE TRAINING OBJECTIVES	* 72/60/JOBTR
	REPAIR RECORDS OF FIELD RADIO>REPAIRMEN<, IV - AM TRANSMITTERS & RECEIVERS AND ASSOCIATED COMPONENTS	*126/56/REPAI
	RECORDS OF FIELD RADIO>REPAIRMEN<, V - EQUIPMENT OTHER THAN AM OR FM SETS AND ASSOCIATED COMPONENTS	*127/56/REPAI
	RECORDS OF FIELD RADIO>RPRMEN<, I - TRANSMITTER-RECEIVER RT-66, 67, 68, COMPONENTS OF STAND. FM SETS	*126/56/REPAI
	RECORDS FIELD RADIO>RPRMEN<, III- FM TRANSMITTERS, RECEIVERS & MANPACKED SETS EXCEPT STANDARD FM SET	*126/56/REPAI
	REPAIR RECORDS FIELD RADIO>RPRMEN<, II - STANDARD FM SETS EXCEPT RT-66, 67, 68 TRANSMITTER-RECEIVER	*126/56/REPAI
	A FOLLOW-UP STUDY OF EXPERIMENTALLY AND CONVENTIONALLY TRAINED FIELD RADIO>REPAIRMEN</ PROFICIENCY	*128/60/REPAI
	A FOLLOW-UP STUDY OF EXPERIMENTALLY AND CONVENTIONALLY TRAINED FIELD RADIO>REPAIRMEN<	128/60/REPAI
REPETITION	EFFECTIVENESS OF INCREASED>REPETITION<IN CLASSROOM LEARNING	79/57/LIMIT
REPORTING	ARMY ACCIDENT>REPORTING<- RESULTS OF SOME EXPLORATORY INTERVIEWS	14/54/ACCID
REQUIREMENT	A PERFORMANCE>REQUIREMENT<FOR BASIC LAND NAVIGATION	110/60/PATRO
REQUIREMENTS	SYSTEMATIC ANALYSIS OF ARMY TRAINING>REQUIREMENTS<AS BASIS OF MORE GENERALIZED TRAINING RESEARCH	*177/61/BR-1
	STUDY OF HUMAN FACTORS IN OPERATION OF NIKE AJAX SYSTEM, PART I: TRAINING PROBLEMS &>REQUIREMENTS<	* 35/58/CLASS
	THE IMPORTANCE OF TRAINING>REQUIREMENTS<INFORMATION IN DESIGN & USE OF AVIATION TRAINING DEVICES	44/63/ECHO
	DETERMINING TRNG>REQUIREMENTS<FOR ELECTRONIC SYSTEM MAINT.- NEW METHOD OF SKILL, KNOWLEDGE ANALYSIS	* 62/60/FOREC
	METHODOLOGY OF ESTABLISHING MILITARY RESEARCH>REQUIREMENTS<	191/58/GENRL
	IDENTIFYING TRAINING NEEDS AND TRANSLATING THEM INTO RESEARCH>REQUIREMENTS<	195/62/GENRL
	A SURVEY OF MAP SKILLS>REQUIREMENTS<	88/57/MAPUS
	IDENTIFICATION OF ELECTRONICS MAINTENANCE TRAINING>REQUIREMENTS<	*101/64/NICOR
	>REQUIREMENTS<FOR RESEARCH ON USES OF THE UNAIDED EYE IN THE COLLECTION OF BATTLEFIELD INFORMATION	102/61/OBSER
	PSYCHOLOGICAL WARFARE JOB>REQUIREMENTS<& TRAINING- EVAL OF PSYCHOLOGICAL WARFARE SCHOOL CURRICULUM	*115/56/PSYJO
	DETERMINATION OF COMBAT JOB>REQUIREMENTS<FOR ARMORED CAVALRY PLATOON PERSONNEL	123/64/RECON
	TRAINING>REQUIREMENTS<FOR THE GENERAL MILITARY SCIENCE CURRICULUM OF THE ARMY ROTC PROGRAM	132/67/ROCOM
	JOB>REQUIREMENTS<OF NIKE AJAX BATTERY OFFICERS	134/58/SAMOF
	THE DETERMINATION OF JOB>REQUIREMENTS<FOR TANK CREW MEMBERS	138/58/SHOCK
	PROJECTED MANPOWER NEEDS, AND TRAINING>REQUIREMENTS<FOR OPERATORS & USERS OF FUTURE STINFO SYSTEMS	*145/66/STINT
	A STUDY OF MATHEMATICAL SKILLS>REQUIREMENTS<FOR BASIC ELECTRONICS IN THE US ARMY AIR DEFENSE SCHOOL	185/64/TAS
	THE DETERMINATION OF COMBAT JOB>REQUIREMENTS<FOR TANK PLATOON LEADER AND TANK PLATOON SERGEANT	159/61/UNIT
	ANTICIPATING TRAINING>REQUIREMENTS<FOR FUTURE WEAPON SYSTEMS	160/60/UPSTR
	SOME PROBLEMS IN PREDICTING TRAINING>REQUIREMENTS<FOR FUTURE WEAPON SYSTEMS	160/60/UPSTR
	THE PREDICTION OF TRAINING>REQUIREMENTS<FOR FUTURE WEAPON SYSTEMS	160/61/UPSTR
	THE PREDICTION OF TRAINING>REQUIREMENTS<FOR FUTURE WEAPON SYSTEMS	160/62/UPSTR
RESEARCH	SYSTEMATIC ANALYSIS OF ARMY TRAINING REQUIREMENTS AS BASIS OF MORE GENERALIZED TRAINING>RESEARCH<	*177/61/BR-1
	SUMMARY OF>RESEARCH<OF EXPERIMENTAL STUDIES OF STRESS IN MAN	56/61/FIGHT
	THE PLANNING OF PROGRAM>RESEARCH<	190/55/GENRL
	>RESEARCH<IN ARMY TRAINING: PRESENT AND FUTURE	191/58/GENRL
	METHODOLOGY OF ESTABLISHING MILITARY>RESEARCH<REQUIREMENTS	191/58/GENRL
	TRAINING METHODOLOGY AND TRAINING>RESEARCH<: THEIR APPLICATION IN DEVELOPMENT OF TRAINING PROGRAMS	*192/59/GENRL
	A CONCEPTUAL APPROACH TO TRAINING>RESEARCH<	192/59/GENRL
	>RESEARCH<AND DEVELOPMENT IN TRAINING AND EDUCATION	192/59/GENRL
	>RESEARCH<IN MILITARY LABORATORIES	192/60/GENRL
	THE UTILIZATION OF MASTER'S LEVEL PERSONNEL IN MILITARY TRAINING>RESEARCH<	192/60/GENRL
	SOME RELATIONSHIPS BETWEEN TRAINING>RESEARCH<AND HUMAN ENGINEERING IN THE DESIGN OF WEAPON SYSTEMS	193/60/GENRL
	ARMY>RESEARCH<IN HUMAN FACTORS	192/60/GENRL
	SCALES AND STANDARDS FOR MILITARY TRAINING>RESEARCH<	193/60/GENRL
	AN OVERVIEW: HUMRRO ORGANIZATION AND>RESEARCH</ 1961	193/61/GENRL
	SELECTED CURRENT>RESEARCH<IN MILITARY PSYCHOLOGY	195/61/GENRL
	DOUBLE TENTH->RESEARCH<: HUMAN RESOURCES	194/61/GENRL
	IDENTIFYING TRAINING NEEDS AND TRANSLATING THEM INTO>RESEARCH<REQUIREMENTS	195/62/GENRL
	TRAINING>RESEARCH<IN THE UNITED STATES ARMY	196/63/GENRL
	THE IMPROVEMENT OF HUMAN PERFORMANCE THROUGH>RESEARCH<	197/64/GENRL
	INTERFACES BETWEEN OPERATIONS RESEARCH AND HUMAN FACTORS>RESEARCH<	198/64/GENRL
	PSYCHOLOGICAL>RESEARCH<IN ELECTRONICS MAINTENANCE TRAINING	200/65/GENRL
	FACTORS INFLUENCING UTILIZATION RESEARCH FINDINGS IN INSTITUTIONAL CHANGE/>RESEARCH<IMPLEMENTATION	*201/66/GENRL
	FACTORS INFLUENCING UTILIZATION>RESEARCH<FINDINGS IN INSTITUTIONAL CHANGE/ RESEARCH IMPLEMENTATION	*201/66/GENRL
	TRAINING>RESEARCH<FOR THE ARMY	204/67/GENRL
	HUMRRO>RESEARCH<ON HUMAN PERFORMANCE	203/67/GENRL
	TECHNICAL MANUALS FOR MAINTENANCE SUPPORT: MAINTENANCE RATIONALE,>RESEARCH<FINDINGS, & PROJECTIONS	205/67/GENRL
	HUMAN FACTORS>RESEARCH<IN SUPPORT OF ARMY AVIATION	204/67/GENRL
	FROM>RESEARCH<TO PRACTICE IN ELECTRONICS MAINTENANCE TRAINING	205/68/GENRL
	UTILIZATION OF BEHAVIORAL SCIENCE>RESEARCH<IN A LARGE, OPERATIONAL SYSTEM	205/68/GENRL
	>RESEARCH<ON THE TRAINING OF NONCOMMISSIONED OFFICERS, A SUMMARY REPORT OF PILOT STUDIES/ LEADERSHIP	98/65/NCO
	EXPLORATORY INVESTIGATIONS CONDUCTED FOR PLANNING A>RESEARCH<PROGRAM ON INSTRUCTIONAL METHODS	*148/61/TEXTR
RESERVE	BASIC MILITARY KNOWLEDGE IN THE ARMY>RESERVE<	74/56/KNOWH
	THE ACHIEVEMENT OF ACTIVE-DUTY AND>RESERVE<TANK CREWMEN IN AREAS OF ESSENTIAL ARMOR KNOWLEDGE	138/58/SHOCK
	TANK COMMANDER TRAINING IN THE>RESERVE<COMPONENTS	139/59/SHOCK
RESISTANCE	FACTORS RELATED TO THE COLLABORATION AND>RESISTANCE<BEHAVIOR OF U.S. ARMY PW'S IN KOREA	115/56/PSYFR
	FACTORS RELATED TO THE COLLABORATION AND>RESISTANCE<BEHAVIOR OF U.S. ARMY PW'S IN KOREA	115/57/PSYFR
	CORRELATES OF COLLABORATION AND>RESISTANCE<BEHAVIOR AMONG U.S. ARMY POWS IN KOREA	115/57/PSYFR
RESOURCES	SOME>RESOURCES<FOR AREA TRAINING	20/67/AREA

RESPONSE	TRAINING>RESPONSE<MODE, TEST FORM, AND MEASURE ON ACQUISITION OF SEMI-ORDERED FACTUAL MATERIALS	* 29/61/BASIC
	EFFECTS OF DRL AND CRH SCHEDULES OF REINFORCEMENT IN SHAPING COLLECTIVE>RESPONSE<RATE OF TEAMS	*181/62/BR-9
	THE USE OF SCHEDULES OF REINFORCEMENT TO REGULATE A COLLECTIVE TEAM>RESPONSE<RATE	181/64/BR-9
	HUMAN PSYCHOPHYSIOLOG.>RESPONSE<TO STRESS- SUCCESSFUL EXPERIMENTAL SIMULATION OF REAL-LIFE STRESSES	* 55/59/FIGHT
	HUMAN EOSINOPHIL>RESPONSE<TO ACUTE PHYSICAL EXERTION	56/61/FIGHT
	CUE>RESPONSE<ANALYSIS OF A MAINTENANCE TASK	62/58/FOREC
	METHOD OF PRESENTATION, MODES,>RESPONSE<CATEGORY KNOWLEDGE OF RESULTS ON VIGILANCE TASK DETECTION	*199/64/GENRL
	AN EVAL OF EFFECTS OF PROGRAMED INSTRUCTION>RESPONSE<ORIGIN & FORM ON ACQUISITION & RETENTION SCORES	* 75/63/LEAD
	THE EFFECT OF PROGRAMED INSTRUCTION>RESPONSE<CONDITIONS ON ACQUISITION AND RETENTION	75/66/LEAD
RESPONSES	PSYCHOLOGICAL AND PHYSIOLOGICAL>RESPONSES<IN OBSERVERS OF AN ATOMIC TEST SHOT	54/58/FIGHT
	QUANTITATIVE SUBJECTIVE AND PROJECTIVE>RESPONSES<TO SERIES OF REALISTICALLY STRESSFUL SITUATIONS	* 57/61/FIGHT
	URINARY>RESPONSES<TO PSYCHOLOGICAL STRESSES	57/62/FIGHT
	USING CUES &>RESPONSES<TO TRANSLATE LOGICAL INTO PRACTICAL TROUBLESHOOTING/ ELECTRONICS MAINT.	* 63/61/FOREC
	THE EFFECT OF VARIOUS INTERVIEW TECHNIQUES IN EVOKING FEAR>RESPONSES<	190/55/GENRL
	ARE INITIAL>RESPONSES<TO A LEARNING SEQUENCE RANDOM?	191/58/GENRL
	>RESPONSES<TO TRANSFORMATIONS: REMEMBERING AND UNDERSTANDING	195/61/GENRL
	VERBAL PAIRED-ASSOCIATE LEARNING AS A FUNCTION OF GROUPING SIMILAR STIMULI OR>RESPONSES<	90/63/METHO
	SUPPLEM. RPT- VERBAL PAIRED-ASSOCIATE LEARNING AS FUNCTION OF GROUPING SIMILAR STIMULI OR>RESPONSES<	* 91/64/METHO
REST	THE EFFECTS OF PAIRING,>REST<INTERVALS, SIGNAL RATE, & TRANSFER CONDITIONS ON VIGILANCE PERFORMANCE	*162/62/VIGIL
	VIGILANCE PERFORMANCE AS A FUNCTION OF INTERPOLATED>REST<	163/62/VIGIL
RESTLESSNESS	ACTIVITY PATTERN AND>RESTLESSNESS<DURING SUSTAINED SENSORY DEPRIVATION	178/62/BR-6
RESULTS	KNOWLEDGE OF>RESULTS<IN SCHEMATIC CONCEPT FORMATION/ KOR	184/68/BR-16
	DETAILED>RESULTS<OF THE FIGHTER I ASSESSMENT PROGRAM	51/57/FIGHT
RETENTION	RELATION BETWEEN ELECTRONICS MAINT. PROFICIENCY AND>RETENTION<OF THEORY ORIENTED ELECTRONIC INFO	* 14/58/ACHIL
	SOME PROBLEMS IN THE>RETENTION<OF ARMY ENLISTED PERSONNEL	30/58/CAREE
	STATEMENTS OF CAREER INTENTIONS: THEIR RELATIONSHIP TO MILITARY>RETENTION<PROBLEMS	172/68/ES-38
	A PILOT STUDY OF THE>RETENTION<OF BASIC MILITARY SUBJECT MATTER AFTER SEPARATION FROM THE SERVICE	74/55/KNOWH
	AN EVAL OF EFFECTS OF PROGRAMED INSTRUCTION RESPONSE ORIGIN & FORM ON ACQUISITION &>RETENTION<SCORES	* 75/63/LEAD
	THE EFFECT OF PROGRAMED INSTRUCTION RESPONSE CONDITIONS ON ACQUISITION AND>RETENTION<	75/66/LEAD
	VERBAL LEARNING AND>RETENTION<AS A FUNCTION OF THE NUMBER OF COMPETING ASSOCIATIONS	79/56/LIMIT
	>RETENTION<OF MILITARY SKILLS ACQUIRED IN BASIC COMBAT TRAINING	146/67/STRAN
RETICLE	FLASH LOCALIZATION AND>RETICLE<DESIGN	24/62/ARMRN
	AN EVALUATION OF A NEW>RETICLE<DESIGN SYSTEM FOR GUNLAYING AGAINST FLASHES	25/64/ARMRN
REVERSE	VERBAL MEDIATION IN>REVERSE<ASSOCIATION- THE ROLE OF TEMPORAL FACTORS	180/65/03/BR
REVERSIBILITY	>REVERSIBILITY<OF THE AFTER-IMAGES OF AMBIGUOUS FIGURES	196/62/GENRL
REVIEW	SUMMARY OF LITERATURE>REVIEW<OF EXTENDED OPERATIONS	170/64/ES-24
	THE PROFESSIONAL SOLDIER: A SOCIAL AND POLITICAL PORTRAIT, BY MORRIS JANOWITZ/ >REVIEW<	193/60/GENRL
	A>REVIEW<OF THE ANALYSIS OF VISUAL DISCRIMINATION IN HELICOPTER CONTROL/ PILOT TRAINING/ SIMULATION	133/66/ROTOR
REWARD	THE EFFECTS OF>REWARD<AND KNOWLEDGE OF RESULTS ON THE PERFORMANCE OF A SIMPLE VIGILANCE TASK	195/62/GENRL
RIFLE	THE EFFECT OF FLINCHING ON M1>RIFLE<MARKSMANSHIP	61/55/FLINC
	WHY PRONE?/>RIFLE<MARKSMANSHIP	195/62/GENRL
	ANALYZING THE GROUP STRUCTURES OF>RIFLE<SQUADS IN COMBAT	71/53/INTER
	LEADERSHIP IN>RIFLE<SQUADS ON THE KOREAN FRONT LINE	71/55/INTER
	MOONLIGHT II- TRAINING THE INFANTRY SOLDIER TO FIRE THE M1>RIFLE<AT NIGHT	94/54/MOONL
	NIGHTTIME COORDINATION OF>RIFLE<FIRE BY SYSTEMATIC RULES RATHER THAN BY CONTROL OF A LEADER	94/55/MOONL
	MOONLIGHT IV- TRAINING THE>RIFLE<SQUAD IN NIGHT TECHNIQUE OF FIRE	94/55/MOONL
	INVESTIGATION INDIVIDUAL NIGHT>RIFLE<FIRING UNDER ILLUMINATION RANGING FROM NO MOON THRU FULL MOON	* 94/56/MOONL
	PLATTRAIN- PREMISES AND TRAINING IMPLICATIONS FOR IMPROVING TACTICAL PROFICIENCY OF>RIFLE<PLATOONS	*111/59/PLATT
	>RIFLE<MARKSMANSHIP AS A FUNCTION OF MANIFEST ANXIETY AND SITUATIONAL STRESS	112/54/PRESS
	A STUDY OF THE EFFECTS OF MANIFEST ANXIETY AND SITUATIONAL STRESS ON M-1>RIFLE<FIRING	112/54/PRESS
	THE QUICK OR DEAD/>RIFLE<COMBAT MARKSMANSHIP TRAINING	129/63/RIFLE
	DEVELOPMENT OF IMPROVED>RIFLE<SQUAD TACTICAL & PATROLLING PROGRAMS FOR LIGHT WEAPONS INFANTRYMAN	*130/65/RIFLE
	TACTICAL TRAINING OF THE INFANTRY>RIFLE<SQUAD	144/55/SQUAD
	TEST OF ACCURACY AND SPEED OF FIRE WITH IMPROVED LOOP SLING, COMBAT>RIFLE<SLING, AND WITHOUT SLING	*153/54/TRANF
	THE EFFECT OF PERSONALIZED STOCKS ON>RIFLE<MARKSMANSHIP	153/54/TRANF
	TEST OF ACCURACY OF FIRE WITH THE LOOP SLING, COMBAT>RIFLE<SLING, HASTY SLING, AND WITHOUT A SLING	*153/55/TRANF
	TRAINFIRE I- A NEW COURSE IN BASIC>RIFLE<MARKSMANSHIP	153/55/TRANF
	SHOOT FAST AND STRAIGHT/>RIFLE<MARKSMANSHIP TRAINING	153/57/TRANF
	EXTENSION OF RESEARCH IN TRAINFIRE I BASIC>RIFLE<MARKSMANSHIP COURSE	154/58/TRANF
	TRAINFIRE V- EXTENSION OF RESEARCH ON TRAINFIRE I>RIFLE<MARKMANSHIP COURSE	154/59/TRANF
	WHATS WRONG WITH THE SQUAT?/>RIFLE<MARKSMANSHIP	154/61/TRANF
	CONTROL OF COMBAT>RIFLE<FIRE	154/67/TRANF
	THE RELATIONSHIP BETWEEN 1000-RANGE AND KNOWN-DISTANCE RANGE>RIFLE<SCORES	156/53/TRIGG
	TRAINING FOR COORDINATION WITHIN>RIFLE<SQUADS	157/66/UNIFE
	RELATION BETWEEN>RIFLE<STEADINESS & MARKSMANSHIP, EFFECT OF RIFLE TRAINING ON RIFLE STEADINESS	*167/54/WHOLE
	ACCURACY OF M1>RIFLE<SCORES OBTAINED ON THE KNOWN-DISTANCE RANGE	167/54/WHOLE
	THE PREDICTION OF>RIFLE<MARKSMANSHIP	167/56/WHOLE
RIFLEMAN	>RIFLEMAN<OR LWI?	130/63/RIFLE
RIFLEMEN	REALISTIC TARGETS FOR THE TRAINING AND TESTING OF COMBAT>RIFLEMEN<	153/55/TRANF
RISK-TAKING	THE EFFECTS OF SUPERVISORY THREAT ON DECISION MAKING AND>RISK-TAKING<IN A SIMULATED COMBAT GAME	169/66/ES-12
	>RISK-TAKING<SET AND TARGET DETECTION PERFORMANCE	164/65/VIGIL
ROLE	A VIEW OF MAN'S>ROLE<AND FUNCTION IN A COMPLEX SYSTEM	175/68/ES-61
	THE>ROLE<OF THE TECHNICAL EDITOR IN HIS PROFESSIONAL DEVELOPMENT	205/68/GENRL
	A CONCEPT OF THE>ROLE<OF MAN IN AUTOMATED SYSTEMS	86/68/MANIC
ROSENZWEIG	EFFECT OF PRECEDING>ROSENZWEIG<S PF TEST WITH THE TAT	182/64/BR-10
ROTARY WING	SURVEY OF OPERATIONAL FLYING ACTIVITIES OF>ROTARY WING<AVIATORS	76/62/LIFT
ROTATION	A SURVEY OF OPINIONS ABOUT THE UNIT>ROTATION<PLAN (OPERATION GYROSCOPE)	158/55/UNIRO
ROTC	THE DEVELOPMENT OF A BASIS FOR A COMMON CORE CURRICULUM/>ROTC<	132/65/ROCOM
	AN ANALYSIS OF INITIAL ACTIVE DUTY ASSIGNMENTS OF ARMY>ROTC<GRADUATES	132/66/ROCOM
	TRAINING REQUIREMENTS FOR THE GENERAL MILITARY SCIENCE CURRICULUM OF THE ARMY>ROTC<PROGRAM	132/67/ROCOM
ROTOR	PURSUIT>ROTOR<PERFORMANCE-II. REINFORCING SUCCESSIVELY LONGER CONTINUOUS TRACKING OVER PRACTICE	*182/66/BR-9
	PURSUIT>ROTOR<PERFORMANCE-I REINFORCING LONGER INTERVALS OF CONTINUOUS TRACKING WITHIN EACH TRIAL	*181/66/BR-9
RT-66	RECORDS OF FIELD RADIO RPRMEN, I - TRANSMITTER-RECEIVER>RT-66<, 67, 68, COMPONENTS OF STAND. FM SETS	*126/56/REPAI
RULES	NIGHTTIME COORDINATION OF RIFLE FIRE BY SYSTEMATIC>RULES<RATHER THAN BY CONTROL OF A LEADER	94/55/MOONL
RUSSIAN	A FEASIBILITY STUDY OF A SPECIAL, MACHINE-TAUGHT ORAL-AURAL>RUSSIAN<LANGUAGE COURSE	38/60/CONTA
	A SELF-INSTRUCTIONAL TACTICAL LANGUAGE COURSE IN>RUSSIAN</ INTERROGATION/ VOCABULARY SELECTION	39/65/CONTA
SAFETY	CURRENT APPROACHES TO DRIVER>SAFETY<TRAINING	170/65/ES-20
	AN EXPERIMENTAL EVALUATION OF A DRIVER SIMULATOR FOR>SAFETY<TRAINING	170/66/ES-20
	AN EXPERIMENTAL EVALUATION OF A DRIVER SIMULATOR FOR>SAFETY<TRAINING/ DRIVER ATTITUDES/ ACCIDENTS	170/66/ES-20
SAM	PERFORMANCE AIDS FOR JUNIOR OFFICERS/>SAM<BATTERY OFFICERS/ JOB AID/ HANDBOOKS	135/65/SAMOF
SATELLITE	>SATELLITE<GENERALS: SOME VULNERABILITIES TO PSYCHOLOGICAL WARFARE (U)	90/55/MELIT
SCALE	THE CONSTRUCTION, VALIDATION AND APPLICATION OF A SUBJECTIVE STRESS>SCALE<	53/58/FIGHT
	THE EFFECTS OF MAP>SCALE<ON POSITION LOCATION/AERIAL NAVIGATION TRAINING/ TARGET LOCATION	81/65/LOWEN
SCALES	ANXIETY>SCALES<FOR USE IN ARMY TRAINING RESEARCH	17/54/ANSCA
	SOME NOTES ON CUMULATIVE>SCALES<	190/55/GENRL
	>SCALES<AND STANDARDS FOR MILITARY TRAINING RESEARCH	193/60/GENRL
SCALING	AN IBM APPLICATION TO>SCALING<PROBLEMS	190/55/GENRL
SCALOGRAM	LINEAR SEGMENTS- A TECHNIQUE FOR>SCALOGRAM<ANALYSIS	137/52/SCALO
SCHEDULE	SHAPING OF THREE-MAN TEAMS ON A MULTIPLE DRL-DRH>SCHEDULE<USING COLLECTIVE REINFORCEMENT	181/64/BR-9
SCHEDULES	EFFECTS OF DRL AND CRH>SCHEDULES<OF REINFORCEMENT IN SHAPING COLLECTIVE RESPONSE RATE OF TEAMS	*181/62/BR-9
	THE USE OF>SCHEDULES<OF REINFORCEMENT TO REGULATE A COLLECTIVE TEAM RESPONSE RATE	181/64/BR-9
	EFFECTS OF>SCHEDULES<OF COLLECTIVE REINFORCEMENT ON A CLASS DURING A TARGET DETECTION COURSE	60/62/FIREP
	THE EFFECTS OF>SCHEDULES<OF COLLECTIVE REINFORCEMENT ON A CLASS DURING TRAINING IN TARGET DETECTION	* 59/62/FIREP
SCHEMA	A TENTATIVE ORGANIZATIONAL>SCHEMA<FOR DECISION-MAKING PROBLEMS	169/66/ES-12
SCHEMATIC	KNOWLEDGE OF RESULTS IN>SCHEMATIC<CONCEPT FORMATION/ KOR	184/68/BR-16
SCHOOL	A PROCEDURE FOR CONTROLLING ARMY>SCHOOL<CURRICULA	195/62/GENRL
	THE EFFECTIVENESS OF DIFFERENT TRAINING METHODS IN>SCHOOL<SITUATIONS	79/55/LIMIT

SCHOOL	RELATIONSHIPS BETWEEN>SCHOOL<PREFERENCE AND SUCCESS IN OCS	105/54/OCS
	PSYCHOLOGICAL WARFARE JOB REQUIREMENTS & TRAINING- EVAL OF PSYCHOLOGICAL WARFARE>SCHOOL<CURRICULUM	*115/56/PSYJO
	SOME GUIDES TO INTERPRETATION OF>SCHOOL<ENROLLMENT FIGURES AMONG AMERICANS OVERSEAS IN 1960 CENSUS	140/67/SOJRN
	CHANGES IN STUDENT MOTIVATION AT AN ARMY TECHNICAL TRAINING>SCHOOL<	168/55/WIGWA
SCHOOLS	THE ACHIEVEMENT OF FOREIGN STUDENTS IN U.S. ARMY TECHNICAL>SCHOOLS<	41/65/CULTE
	OBSERVATIONS OF SEVEN ARMED FORCES SPECIALIZED TRAINING>SCHOOLS<	51/57/FIGHT
SCHURDAK	COMMENT ON>SCHURDAK<[illegible] 'APPROACH TO USE OF COMPUTERS IN THE INSTRUCTIONAL PROCESS AND AN EVALUATION'	68/67/IMPAC
SCIENCE	>SCIENCE<AND ARMY [illegible]: WHAT HUMRRO RESEARCHERS ARE DOING/ 1961	194/61/GENRL
SCIENCES	PRACTICAL ASPECTS [illegible] BEHAVIORAL>SCIENCES<	196/62/GENRL
SCOPE	DETECTABILITY ON A [illegible]OPE<AS A FUNCTION OF TARGET VELOCITY AND NOISE LEVEL	161/61/VIGIL
SCORES	THE PROBLEM OF SIMPLE COMBINATION>SCORES<IN MEASUREMENT	87/55/MAPRE
	A TEST OF A METHOD OF CONVERTING PROFICIENCY>SCORES<TO LEARNING TIME SCORES	131/64/RINGE
	WEIGHTED>SCORES<, RANKS, C-SCALE SCORES, EVAL ACTIVITIES OF JOB DESCRIPTIONS, NIKE AJAX BATTERY OFF.	*134/59/SAMOF
SCREENING	AN EVALUATION OF THREE>SCREENING<PROCEDURES FOR INTERROGATION	116/63/QUIZ
	AN ATTEMPT TO DEVELOP A RADAR OPERATOR>SCREENING<TEST- A REPORT OF SIMULATOR INSTABILITY	162/62/VIGIL
SEARCH	A FIELD STUDY COMPARISON OF VISUAL>SEARCH<METHODS IN AERIAL OBSERVATION	102/59/OBSER
	RADAR TARGET DETECTION AS A FUNCTION OF>SEARCH<AREA AND VIEWING DISTANCE	164/65/VIGIL
SEARCHING	TERRAIN>SEARCHING<	154/60/TRANF
SEARCHLIGHT	RECOGNITION OF VEHICLES BY OBSERVERS LOOKING INTO A>SEARCHLIGHT<BEAM	22/58/ARMRN
	THE EFFECTIVENESS OF 90MM TANK GUN FIRE AGAINST THE 18-INCH>SEARCHLIGHT<(U)	23/59/ARMRN
	EFFECT OF OBSERVER LOCATION, VIEWING METHOD ON TARGET DETECTION WITH 18-IN TANK-MOUNTED>SEARCHLIGHT<	* 25/64/ARMRN
SELECTING	SOME RESEARCH NEEDS IN>SELECTING<AND TRAINING PROGRAMMERS	149/61/TEXTR
SELECTION	A SELF-INSTRUCTIONAL TACTICAL LANGUAGE COURSE IN RUSSIAN/ INTERROGATION/ VOCABULARY>SELECTION<	39/65/CONTA
	THE TRUMPET SOUNDS--CAN OUR TROOPS BE BATTLEPROOFED?/ STRESS/ COMBAT TRAINING/>SELECTION<OF FIGHTER	58/65/FIGHT
	THE DERIVATION, ANALYSIS, CLASSIFICATION OF INSTRUCTIONAL OBJECTIVES/>SELECTION<OF COURSE CONTENT	69/66/INGO
	STUDIES DURING PROJECT STALK: III->SELECTION<AND TRAINING OF STEREOSCOPIC RANGE FINDER OPERATORS (U)	*144/55/SQUAD
SELF-AWARENESS	AN APPROACH TO CULTURAL>SELF-AWARENESS</ AREA TRAINING	19/66/AREA
SELF-RATINGS	>SELF-RATINGS<OF FEAR AS A RESEARCH INSTRUMENT IN FEAR-INVOKING SITUATIONS	73/54/JUMPB
SELFINSTRUCTIONAL	>SELF-INSTRUCTIONAL<PROGRAM, TONAL DISCRIMINATION- IDENTIFICATION LESSONS, FOREIGN LANGUAGE LEARNING	* 39/64/CONTA
	THE EVALUATION OF>SELF-INSTRUCTIONAL<FOREIGN LANGUAGE COURSES	39/64/CONTA
	A>SELF-INSTRUCTIONAL<TACTICAL LANGUAGE COURSE IN RUSSIAN/ INTERROGATION/ VOCABULARY SELECTION	39/65/CONTA
	PSYCHOLOGICAL APPROACH TO DESIGN OF SHORT>SELF-INSTRUCTIONAL<FUNCTIONAL COURSE IN FOREIGN LANGUAGE	* 85/64/MALT
	STUDIES OF FIXED PROCEDURES TRAINING- A PRELIMINARY TEST OF A>SELF-INSTRUCTIONAL<METHOD	149/63/TEXTR
SENSATIONS	VISUAL>SENSATIONS<EXPERIENCED IN THE DARK AS A FUNCTION OF INSTRUCTION AND PRIOR VERBALIZATION	178/62/BR-6
	REPORTED VISUAL>SENSATIONS<DURING BRIEF EXPOSURE TO REDUCED SENSORY INPUT	178/62/BR-6
	REPORTED VISUAL>SENSATIONS<AS A FUNCTION OF SUSTAINED SENSORY DEPRIVATION AND SOCIAL ISOLATION	178/63/BR-6
SENSORY	SUMMARY OF RESEARCH IN>SENSORY<DEPRIVATION AND SOCIAL ISOLATION	177/61/BR-6
	EXPERIMENTAL ASSESSMENT OF LIMITED>SENSORY<SOCIAL ENVIRONMENT- SUMMARY RESULTS OF HUMRRO PROGRAM	*177/61/BR-6
	COLLECTED PAPERS RELATED TO THE STUDY OF THE EFFECTS OF>SENSORY<DEPRIVATION AND SOCIAL ISOLATION	178/62/BR-6
	REPORTED VISUAL SENSATIONS DURING BRIEF EXPOSURE TO REDUCED>SENSORY<INPUT	178/62/BR-6
	ACTIVITY PATTERN AND RESTLESSNESS DURING SUSTAINED>SENSORY<DEPRIVATION	178/62/BR-6
	REPORTED VISUAL SENSATION DURING BRIEF EXPOSURE TO REDUCED>SENSORY<INPUT	177/62/BR-6
	THE ROLE OF EXPECTANCY IN SS RESPONSES TO SUSTAINED>SENSORY<DEPRIVATION	178/62/BR-6
	SOME BASIC FACTORS IN>SENSORY<DEPRIVATION RESEARCH	178/62/BR-6
	SELECTED REFERENCES TO RESEARCH IN>SENSORY<DEPRIVATION	178/62/BR-6
	TIME ESTIMATION ERROR AS A PREDICTOR OF ENDURANCE IN SUSTAINED>SENSORY<DEPRIVATION	178/62/BR-6
	CONDITIONING OF CONNOTATIVE MEANING AS A FUNCTION OF>SENSORY<DEPRIVATION AND SOCIAL ISOLATION	178/63/BR-6
	THE EFFECT OF>SENSORY<DEPRIVATION AND SOCIAL ISOLATION ON CONFORMITY TO A GROUP NORM	178/63/BR-6
	REPORTED VISUAL SENSATIONS AS A FUNCTION OF SUSTAINED>SENSORY<DEPRIVATION AND SOCIAL ISOLATION	178/63/BR-6
	EFFECT OF>SENSORY<DEPRIVATION AND SOCIAL ISOLATION ON SELF-EXPOSURE TO PROPAGANDA & ATTITUDE CHANGE	*178/63/BR-6
	VIGILANCE AS A FUNCTION OF>SENSORY<DEPRIVATION AND SOCIAL ISOLATION	179/63/BR-6
	CONFORMITY TO A GROUP NORM AS A FUNCTION OF>SENSORY<DEPRIVATION AND SOCIAL ISOLATION	178/63/BR-6
	LABORATORY STUDIES OF>SENSORY<DEPRIVATION- FINDINGS OF INTEREST TO HUMAN ENGINEERING	178/63/BR-6
	EXPERIMENTAL STUDIES OF>SENSORY<DEPRIVATION AND SOCIAL ISOLATION PSYCHOLOGICAL REACTION	179/66/BR-6
	SOME BASIC FACTORS IN>SENSORY<DEPRIVATION RESEARCH	47/58/ENDOR
	STUDIES OF>SENSORY<DEPRIVATION ON VIGILANCE: I. PROGRESS IN DEVELOPMENT OF VISUAL VIGILANCE TASK	* 47/58/ENDOR
	INFLUENCE OF PRIOR VERBALIZATION AND INSTRUCTIONS ON VISUAL SENSATIONS UNDER REDUCED>SENSORY<INPUT	* 46/58/ENDOR
	INFLUENCE OF INSTRUCTIONS ON VERBAL REPORT OF VISUAL SENSATIONS UNDER REDUCED>SENSORY<INPUT	* 46/58/ENDOR
	EFFECTS OF>SENSORY<DEPRIVATION UPON RECEPTION OF COMPLEX INSTRUCTIONS- DEVELOPMENT OF A MEASURE	47/59/ENDOR
	PROGRESS REPORT ON STUDIES OF>SENSORY<DEPRIVATION	47/61/ENDOR
SEQUENCE	ARE INITIAL RESPONSES TO A LEARNING>SEQUENCE<RANDOM?	191/58/GENRL
SERGEANT	THE DETERMINATION OF COMBAT JOB REQUIREMENTS FOR TANK PLATOON LEADER AND TANK PLATOON>SERGEANT<	159/61/UNIT
SERGEANTS	THE PERFORMANCE OF ORGANIZATIONAL MAINTENANCE BY TRACK VEHICLE MECHANICS AND MAINTENANCE>SERGEANTS<	93/64/MOBIL
SERVICE	MEDICAL OFFICERS OPINIONS ON PROFESSIONAL AND PERSONAL PROBLEMS OF ARMY>SERVICE<	89/53/MEDIC
SERVICEABILITY	A SUGGESTED GENERAL SOP FOR THE PREPARATION OF EQUIPMENT>SERVICEABILITY<CRITERIA	186/67/TAS
SET	RISK-TAKING>SET<AND TARGET DETECTION PERFORMANCE	164/65/VIGIL
SHAPING	EFFECTS OF DRL AND CRH SCHEDULES OF REINFORCEMENT IN>SHAPING<COLLECTIVE RESPONSE RATE OF TEAMS	*181/62/BR-9
	>SHAPING<OF THREE-MAN TEAMS ON A MULTIPLE DRL-DRH SCHEDULE USING COLLECTIVE REINFORCEMENT	181/64/BR-9
SHILLELAGH	>SHILLELAGH<GUIDANCE REQUIREMENTS AND GUNNER TRACKING PROFICIENCY (U)	186/67/TAS
SHOCK	INFLUENCE OF A PARTNER ON TOLERANCE FOR A SELF-ADMINISTERED ELECTRIC>SHOCK<	51/57/FIGHT
SHOOTING	HUMAN FACTORS IN OPERATION OF NIKE AJAX SYSTEM, II:>SHOOTING<TEAM--RECOMMENDED OPERATING PROCEDURES	* 35/58/CLASS
SHORT	PROGRAMED LEARNING IN VIETNAMESE: CONSTRUCTION AND EVALUATION OF A>SHORT<PRACTICAL LANGUAGE COURSE	86/67/MALT
SHORT-TERM	EFFECTS OF AMOUNT OF INTERPOLATED ACTIVITY IN>SHORT-TERM<MEMORY	180/67/BR-8
	>SHORT-TERM<MEMORY: AN ANNOTATED BIBLIOGRAPHY	201/65/GENRL
SIGNAL	EFFECTS OF INTELLIGENCE ON>SIGNAL<DETECTION IN VISUAL AND AUDITORY MONITORING	194/61/GENRL
	>SIGNAL<DETECTION BY MULTIPLE MONITORS	195/62/GENRL
	SUSTAINED VIGILANCE I ->SIGNAL<DETECTION DURING A 24-HOUR CONTINUOUS WATCH	195/62/GENRL
	VIGILANCE PERFORMANCE UNDER CONDITIONS OF SINGLE VERSUS MULTIPLE-TYPE>SIGNAL<PRESENTATION	196/63/GENRL
	VIGILANCE PERFORMANCE UNDER CONDITIONS OF REDUNDANT AND NONREDUNDANT>SIGNAL<PRESENTATION	196/63/GENRL
	SUSTAINED VIGILANCE II: >SIGNAL<DETECTION FOR TWO-MAN TEAMS DURING A 24-HOUR WATCH	199/64/GENRL
	EFFECT OF INCREASING>SIGNAL<LOAD ON DETECTION PERFORMANCE OF A VIGILANCE TASK	197/64/GENRL
	PRESENT STATUS OF>SIGNAL<CORPS TELEVISION RESEARCH	156/54/TV
	THE EFFECTS OF PAIRING, REST INTERVALS,>SIGNAL<RATE, & TRANSFER CONDITIONS ON VIGILANCE PERFORMANCE	*162/62/VIGIL
SIGNALS	OPERATOR PROFICIENCY IN INTERPRETING GROUND SURVEILLANCE RADAR>SIGNALS<	25/64/ARMRN
SILHOUETTE	IMPROVED>SILHOUETTE<TARGETS FOR MARKSMANSHIP TRAINING	154/58/TRANF
SIMPLIFICATION	>SIMPLIFICATION<OF THE PANEL LAYOUT ON STANDARD SERIES TANK RADIOS	21/57/ARMRC
SIMULATED	THE EFFECTS OF SUPERVISORY THREAT ON DECISION MAKING AND RISK-TAKING IN A>SIMULATED<COMBAT GAME	169/66/ES-12
SIMULATION	>SIMULATION<EXERCISES IN AREA TRAINING/ CROSS-CULTURAL COMMUNICATION	18/65/AREA
	THE>SIMULATION<OF CROSS-CULTURAL COMMUNICATION/ AREA TRAINING	18/66/AREA
	THE>SIMULATION<OF CULTURAL DIFFERENCES	19/66/AREA
	LIVE>SIMULATION<OF AFFECT-LADEN CULTURAL COGNITIONS	20/67/AREA
	>SIMULATION<OF ORGANIZATIONS: AN ANNOTATED BIBLIOGRAPHY	174/67/ES-51
	HUMAN PSYCHOPHYSIOLOG. RESPONSE TO STRESS- SUCCESSFUL EXPERIMENTAL>SIMULATION<OF REAL-LIFE STRESSES	* 55/59/FIGHT
	PSYCHOLOGICAL AND PHYSIOLOGICAL CRITERIA FOR STRESS>SIMULATION<RESEARCH	58/63/FIGHT
	DIMENSIONS OF>SIMULATION<	200/65/GENRL
	>SIMULATION<IN TRAINING AND EDUCATION	204/67/GENRL
	A REVIEW OF THE ANALYSIS OF VISUAL DISCRIMINATION IN HELICOPTER CONTROL/ PILOT TRAINING/>SIMULATION<	133/66/ROTOR
SIMULATOR	MODEL>SIMULATOR<STUDIES OF THE VISIBILITY OF MILITARY TARGETS AT NIGHT	23/58/ARMRN
	AN EXPERIMENTAL EVALUATION OF A DRIVER>SIMULATOR<FOR SAFETY TRAINING	170/66/ES-20
	AN EXPERIMENTAL EVALUATION OF A DRIVER>SIMULATOR<FOR SAFETY TRAINING/ DRIVER ATTITUDES/ ACCIDENTS	170/66/ES-20
	AN ATTEMPT TO DEVELOP A RADAR OPERATOR SCREENING TEST- A REPORT OF>SIMULATOR<INSTABILITY	162/62/VIGIL
SIMULATORS	TRNG FOR>SIMULATORS<OF REMOTE CONTROL HUMAN-GUIDED MISSILE SYSTEMS--COMPONENT AND TOTAL SKILL EXER.	* 60/62/FIREP
	TRNG FOR>SIMULATORS<OF REMOTE CONTROL HUMAN-GUIDED MISSILE SYSTEMS--3 ATGM GUNNER TRNG PROGRAMS (U)	* 60/62/FIREP
	INSTABILITY IN ANALOGUE-TYPE TARGET>SIMULATORS<	161/61/VIGIL
SITUATION	>SITUATION<AND PERSONAL VARIABLES IN AWOL BEHAVIOR	146/53/STIR
SITUATIONAL	BACKGROUND AND>SITUATIONAL<CONFIDENCE: THEIR RELATION TO PERFORMANCE EFFECTIVENESS	174/68/ES-50
	RIFLE MARKSMANSHIP AS A FUNCTION OF MANIFEST ANXIETY AND>SITUATIONAL<STRESS	112/54/PRESS

SITUATIONAL	A STUDY OF THE EFFECTS OF MANIFEST ANXIETY AND>SITUATIONAL<STRESS ON M-1 RIFLE FIRING	112/54/PRESS
SITUATIONS	RELATION OF LIFE HISTORY, FAMILY BACKGROUND, INTELLIGENCE DATA TO PERFORMANCE IN STRESS>SITUATIONS<	* 51/56/FIGHT
SKILL	TRNG FOR SIMULATORS OF REMOTE CONTROL HUMAN-GUIDED MISSILE SYSTEMS--COMPONENT AND TOTAL>SKILL<EXER.	* 60/62/FIREP
	DETERMINING TRNG REQUIREMENTS FOR ELECTRONIC SYSTEM MAINT.- NEW METHOD OF>SKILL<, KNOWLEDGE ANALYSIS	* 62/60/FOREC
	A PROCEDURAL GUIDE FOR TECHNICAL IMPLEMENTATION OF THE FORECAST METHODS OF TASK AND>SKILL<ANALYSIS	62/61/FOREC
	DEVELOPMENT OF A MEASURE OF>SKILL<AT RECEIVING INTERNATIONAL MORSE CODE	120/57/RADOP
	EXPERIMENTAL STUDIES OF>SKILL<IN COPYING INTERNATIONAL MORSE CODE/ MOTIVATION	120/60/RADOP
	INTEGRATIVE BEHAVIOR VERSUS INDIVIDUAL>SKILL<MEASUREMENT AS PREDICTORS OF NAVIGATIONAL PERFORMANCE	129/62/RIFLE
	WHOLE AND PART METHODS IN LEARNING A PERCEPTUAL MOTOR>SKILL<	167/55/WHOLE
SKILLS	THE EFFECTS OF PRACTICE ON THE PERFORMANCE OF BASIC ARMOR>SKILLS<AT NIGHT	23/61/ARMRN
	BASIC INFANTRY>SKILLS<PERFORMANCE TEST, ATP 21-114	27/56/BASIC
	THE>SKILLS<OF LEADERSHIP	67/67/HIGHL
	TRAINING BASIC COMBAT SOLDIERS IN THE CRITICAL>SKILLS<OF MAP USING	88/55/MAPUS
	IDENTIFICATION OF IMPORTANT>SKILLS<IN FIELD NAVIGATION	88/56/MAPUS
	A SURVEY OF MAP>SKILLS<REQUIREMENTS	88/57/MAPUS
	IDENTIFICATION OF THE IMPORTANT>SKILLS<IN DAYLIGHT LAND NAVIGATION	88/57/MAPUS
	INTEGRATED AND INFORMAL LEADERSHIP TRAINING AND FUNDAMENTAL LEADERSHIP>SKILLS<STUDY AREAS OF NCO II	* 98/63/NCO
	LET'S TAKE A LOOK AT THE BASIC>SKILLS<OF AERIAL OBSERVERS	102/61/OBSER
	TRAINING MATERIALS FOR AERIAL OBSERVER INSTRUCTION IN BASIC VISUAL>SKILLS<	103/62/OBSER
	FALL 1956 RESEARCH ON RECONNAISSANCE PATROLLING- A BASIC COURSE IN INDIVIDUAL>SKILLS<	110/57/PATRO
	SPRING 1956 RESEARCH ON RECONNAISSANCE PATROLLING- A BASIC COURSE IN INDIVIDUAL>SKILLS<	110/57/PATRO
	EFFECT OF WEARING THE CBR PROTECTIVE MASK UPON THE PERFORMANCE OF SELECTED INDIVIDUAL COMBAT>SKILLS<	*114/59/PROTE
	EFFECT OF WEARING THE CBR PROTECTIVE MASK UPON THE PERFORMANCE OF SELECTED INDIVIDUAL COMBAT>SKILLS<	*114/60/PROTE
	HUMAN FACTORS IN CBR OPERATIONS: CBR PROTECTION ON PERFORMANCE OF COMBAT>SKILLS<IN HOT WEATHER (U)	*114/61/PROTE
	CRITICAL COMBAT>SKILLS<, KNOWLEDGES, PERFORMANCES REQUIRED, 1962 LIGHT WEAPON INFANTRYMAN, MOS 111.0	*129/61/RIFLE
	THE EFFECTS OF INCREASING AND DECREASING TRAINING TIME ON PROFICIENCY IN THE CRITICAL ARMOR>SKILLS<	138/59/SHOCK
	A STUDY OF MATHEMATICAL>SKILLS<REQUIREMENTS FOR BASIC ELECTRONICS IN THE US ARMY AIR DEFENSE SCHOOL	185/64/TAS
SKIN	ELECTROPULSE RESPONSIVITY TO CHANGES IN>SKIN<MOISTURE	37/67/COMTA
SLING	TEST OF ACCURACY AND SPEED OF FIRE WITH IMPROVED LOOP>SLING<, COMBAT RIFLE SLING, AND WITHOUT SLING	*153/54/TRANF
	TEST OF ACCURACY OF FIRE WITH THE LOOP>SLING<, COMBAT RIFLE SLING, HASTY SLING, AND WITHOUT A SLING	*153/55/TRANF
SMALL	LEADERSHIP IN>SMALL<MILITARY UNITS- SOME RESEARCH FINDINGS	107/62/OFFTR
	LEADERSHIP IN>SMALL<MILITARY UNITS	108/67/OFFTR
	RIFLEMAN II- AN ADVANCING>SMALL<ARMS TARGET	129/59/RIFLE
SMALL-GROUP	LEADERSHIP AND>SMALL-GROUP<BEHAVIOR	189/52/GENRL
	SOME DETERMINANTS OF>SMALL-GROUP<EFFECTIVENESS	157/62/UNIFE
SMALL-UNIT	A CONTENT ANALYSIS OF COMMUNICATIONS WITHIN ARMY>SMALL-UNIT<PATROLLING OPERATIONS	37/67/COMTA
	INDIVIDUAL AND>SMALL-UNIT<TRAINING FOR COMBAT OPERATIONS	203/67/GENRL
	BASIC PROBLEMS IN>SMALL-UNIT<LEADERSHIP	107/62/OFFTR
	SOME FACTORS THAT HAVE CONTRIBUTED TO SUCCESSFUL, UNSUCCESSFUL AMERICAN INFANTRY>SMALL-UNIT<ACTIONS	*111/59/PLATT
SMOKE	EFFECT OF PROTECTIVE MASKING ON>SMOKE<GENERATOR & FUEL SUPPLY TEAM PERFORMANCE: ARMY CHEMICAL CORPS	*114/59/PROTE
SNAP	A DESCRIPTION OF>SNAP<PROGRAMMING/ PROGRAMED INSTRUCTION	63/63/FOREC
	>SNAP<PROGRAMMING/PROGRAMED INSTRUCTION	63/64/FOREC
	>SNAP<PROGRAMING- TROUBLESHOOTING THE IMPROVED NIKE HERCULES HIPAR TRANSMITTER	63/64/FOREC
SNIPERS	DEFENDING THOSE WIDE GAPS/ INFANTRY TACTICS,>SNIPERS<	154/61/TRANF
SOCIAL	EXPERIMENTAL ASSESSMENT OF LIMITED SENSORY>SOCIAL<ENVIRONMENT- SUMMARY RESULTS OF HUMRRO PROGRAM	*177/61/BR-6
	SUMMARY OF RESEARCH IN SENSORY DEPRIVATION AND>SOCIAL<ISOLATION	177/61/BR-6
	COLLECTED PAPERS RELATED TO THE STUDY OF THE EFFECTS OF SENSORY DEPRIVATION AND>SOCIAL<ISOLATION	178/62/BR-6
	VIGILANCE AS A FUNCTION OF SENSORY DEPRIVATION AND>SOCIAL<ISOLATION	179/63/BR-6
	REPORTED VISUAL SENSATIONS AS A FUNCTION OF SUSTAINED SENSORY DEPRIVATION AND>SOCIAL<ISOLATION	178/63/BR-6
	THE EFFECT OF SENSORY DEPRIVATION AND>SOCIAL<ISOLATION ON CONFORMITY TO A GROUP NORM	178/63/BR-6
	CONFORMITY TO A GROUP NORM AS A FUNCTION OF SENSORY DEPRIVATION AND>SOCIAL<ISOLATION	178/63/BR-6
	EFFECT OF SENSORY DEPRIVATION AND>SOCIAL<ISOLATION ON SELF-EXPOSURE TO PROPAGANDA & ATTITUDE CHANGE	*178/63/BR-6
	EXPERIMENTAL STUDIES OF SENSORY DEPRIVATION AND>SOCIAL<ISOLATION PSYCHOLOGICAL REACTION	179/66/BR-6
	EVAL OF PROSPECTIVE>SOCIAL<RELATIONSHIPS: A FUNCTION OF COMPARISON LEVEL & PREDICTED OUTCOME LEVEL	*197/63/GENRL
	THE>SOCIAL<DESIRABILITY VARIABLE IN BEHAVIOR DESCRIPTION	107/60/OFFTR
	KOJE-DO COMPLICATIONS: >SOCIAL<, POLITICAL ORGANIZATION OF KOREAN POWS IN UNC POW CAMPS, 1950-51 (U)	*150/55/TICK
	TRAD. ORIENTATIONS TO>SOCIAL<RELATIONS IN CHINESE RESPONSES TO COMMUNIST MILITARY-POLITICAL CONTROL	*150/58/TICK
SOCIOECONOMIC	PEASANT FATALISM AND>SOCIOECONOMIC<INNOVATION/ CROSS-CULTURAL CHANGE	34/65/CIVIC
SOCIOMETRIC	>SOCIOMETRIC<CHOICES AND GROUP PRODUCTIVITY AMONG RADAR CREWS	13/55/AAA
	ANALYSIS OF DETERMINANTS, CHARACTERISTICS, COVARIATES OF BASIC TRAINEE LEADERSHIP>SOCIOMETRIC<DATA	* 27/56/BASIC
	>SOCIOMETRIC<EFFECTS OF RACE AND COMBAT PERFORMANCE	53/58/FIGHT
SOFTWARE	MEN, MACHINES, AND THE>SOFTWARE<MIDDLE MAN/ ELECTRONICS MAINTENANCE/ TECHNICAL WRITERS	201/66/GENRL
SOLDIER	THE PROFESSIONAL>SOLDIER<: A SOCIAL AND POLITICAL PORTRAIT, BY MORRIS JANOWITZ/ REVIEW	193/60/GENRL
	IMPROVING THE ABILITY OF THE INDIVIDUAL>SOLDIER<TO EMPLOY A MAP AND COMPASS IN LAND NAVIGATION	110/57/PATRO
	MILITARY DISCIPLINE AND THE>SOLDIER<	130/68/RIFLE
	THE>SOLDIER<IN NUCLEAR COMBAT	186/66/TAS
SOLDIERS	PREPARATION OF>SOLDIERS<FOR ATOMIC MANEUVERS	42/54/DR-IV
	SUBSEQUENT ARMY CAREERS OF EFFECTIVE AND INEFFECTIVE COMBAT>SOLDIERS<	52/57/FIGHT
	THE SCIENCE OF TRAINING>SOLDIERS<	192/59/GENRL
	TRAINING BASIC COMBAT>SOLDIERS<IN THE CRITICAL SKILLS OF MAP USING	88/55/MAPUS
SOP	A SUGGESTED GENERAL>SOP<FOR THE PREPARATION OF EQUIPMENT SERVICEABILITY CRITERIA	186/67/TAS
SOUND	TRAINING LEADERS WITH>SOUND<FILMS AND DISSCUSSION GROUP TECHNIQUES	106/55/OFFTR
SOUTH	SOME LANGUAGE ASPECTS OF THE U.S. ADVISORY ROLE IN>SOUTH<VIETNAM	85/63/MALT
SOVIET	>SOVIET<MILITARY DEFECTORS AND WESTERN PROPAGANDA- A PILOT STUDY (U)	36/55/COMPR
SPAN	THE RELIABILITY OF A MODIFIED DIGIT>SPAN<PROCEDURE	178/62/BR-6
	SPANOCON- >SPAN<OF CONTROL, 2. EFFECT ON RELIABILITY OF FREE AND FORCED DISTRIBUTIONS IN RATING	141/61/SPANO
	SPANOCON- >SPAN<OF CONTROL, 1. DEVELOPMENT OF A KNOWLEDGE-FREE SPAN OF CONTROL TEST	141/62/SPANO
SPECIAL	FACTORS RELATED TO THE EFFECTIVENESS OF>SPECIAL<FORCES PERSONNEL	65/54/GAMBI
SPECIALIZED	OBSERVATIONS OF SEVEN ARMED FORCES>SPECIALIZED<TRAINING SCHOOLS	51/57/FIGHT
SPECIFYING	DERIVING,>SPECIFYING<, AND USING INSTRUCTIONAL OBJECTIVES	69/66/INGO
	DERIVING AND>SPECIFYING<INSTRUCTIONAL OBJECTIVES	149/61/TEXTR
SPEED	ILLUMINATION AND TERRAIN AS FACTORS AFFECTING THE>SPEED<OF TANK TRAVEL	22/58/ARMRN
	TEST OF ACCURACY AND>SPEED<OF FIRE WITH IMPROVED LOOP SLING, COMBAT RIFLE SLING, AND WITHOUT SLING	*153/54/TRANF
SPREAD	>SPREAD<OF INFORMATION FOLLOWING AN ATOMIC MANEUVER	4[illegible]/54/DR-V
	GROUP PARTICIPATION, INFORMAL SOURCE STATUS AS DETERMINANTS OF INFO>SPREAD<IN ORGANIZATIONAL GROUPS	* 43/55/DR-V
SQUAD	MOONLIGHT IV- TRAINING THE RIFLE>SQUAD<IN NIGHT TECHNIQUE OF FIRE	94/55/MOONL
	EXPERIMENTAL TRAINING IN NIGHT TECHNIQUE OF FIRE AND>SQUAD<TACTICS	94/59/MOONL
	DEVELOPMENT OF IMPROVED RIFLE>SQUAD<TACTICAL & PATROLLING PROGRAMS FOR LIGHT WEAPONS INFANTRYMAN	*130/65/RIFLE
	TACTICAL TRAINING OF THE INFANTRY RIFLE>SQUAD<	144/55/SQUAD
	TRAINFIRE II- A NEW COURSE IN BASIC TECHNIQUE OF FIRE AND>SQUAD<TACTICS	153/57/TRANF
SQUADS	ANALYZING THE GROUP STRUCTURES OF RIFLE>SQUADS<IN COMBAT	71/53/INTER
	LEADERSHIP IN RIFLE>SQUADS<ON THE KOREAN FRONT LINE	71/55/INTER
	TRAINING FOR COORDINATION WITHIN RIFLE>SQUADS<	157/66/UNIFE
STALK	STUDIES MADE DURING PROJECT STALK: I-RESULTS OF INTERVIEWS WITH THE>STALK<CREW MEMBERS (U)	*144/57/STALK
STANDARDS	SCALES AND>STANDARDS<FOR MILITARY TRAINING RESEARCH	1[illegible]3/60/GENRL
	THE EFFECTS ON FLIGHT PROFICIENCY MEASUREMENT RELIABILITY OF DIFFERENCES ON CHECKPILOT>STANDARDS<	76/59/LIFT
STATISTICAL	>STATISTICAL<JUDGMENT: A STUDY OF MEAN LENGTH AND MEAN INCLINATION	199/64/GENRL
STATUS	GROUP PARTICIPATION, INFORMAL SOURCE>STATUS<AS DETERMINANTS OF INFO SPREAD IN ORGANIZATIONAL GROUPS	* 43/55/DR-V
STEADINESS	RELATION BETWEEN RIFLE>STEADINESS<& MARKSMANSHIP, EFFECT OF RIFLE TRAINING ON RIFLE STEADINESS	*167/54/WHOLE
STEALTH	POSSIBLE COMBAT APPLICATION OF EXPERIMENTAL>STEALTH<MEASURING DEVICE	110/59/PATRO
STEREOSCOPIC	COMPARISON OF THE>STEREOSCOPIC<RANGE FINDER, M12 WITH THE COINCIDENCE RANGE FINDER, T43 (U)	59/57/FIREP
	COMPARISON OF>STEREOSCOPIC<, M12, & COINCIDENCE, T43, RANGE FINDERS- RANGE DETERMINATION AT NIGHT	* 59/59/FIREP
	THE TRAINING EFFECTIVENESS OF A>STEREOSCOPIC<RANGE-FINDER TRAINER/ OROPT-TI	120/54/RADEV
	A SIMPLIFIED METHOD FOR RATING THE PERFORMANCE OF>STEREOSCOPIC<RANGE FINDER OPERATORS	122/56/RANGE
	A STUDY OF TRAINING OF>STEREOSCOPIC<RANGE FINDER OPERATORS FOR ARMOR (U)	122/57/RANGE
	STUDIES DURING PROJECT STALK: III- SELECTION AND TRAINING OF>STEREOSCOPIC<RANGE FINDER OPERATORS (U)	*144/55/SQUAD
STIMULATION	STIMULUS PARAMETERS AND INDIVIDUAL DIFFERENCES IN CUTANEOUS SENSITIVITY TO ELECTROPULSE>STIMULATION<	* 37/66/COMTA

STIMULATION	A DIFFERENTIAL COMPARISON OF TWO TYPES OF ELECTROPULSE ALPHABETS BASED ON LOCUS OF>STIMULATION<	37/67/COMTA
STIMULI	THE COUNTING OF AUDITORY>STIMULI<	46/58/ENDOR
	THE EFFECTS OF MISINFORMATION UPON THE COUNTING OF AUDITORY>STIMULI<	47/59/ENDOR
	EFFECTS OF CORRECT AND INCORRECT KNOWLEDGE OF RESULTS ON ABILITY TO COUNT AUDITORY>STIMULI<	47/60/ENDOR
	VERBAL PAIRED-ASSOCIATE LEARNING AS A FUNCTION OF GROUPING SIMILAR>STIMULI<OR RESPONSES	90/63/METHO
	SUPPLEM. RPT- VERBAL PAIRED-ASSOCIATE LEARNING AS FUNCTION OF GROUPING SIMILAR>STIMULI<OR RESPONSES	* 91/64/METHO
STIMULUS	>STIMULUS<PARAMETERS AND INDIVIDUAL DIFFERENCES IN CUTANEOUS SENSITIVITY TO ELECTROPULSE STIMULATION	* 37/66/COMTA
STINFO	PROJECTED MANPOWER NEEDS, AND TRAINING REQUIREMENTS FOR OPERATORS & USERS OF FUTURE>STINFO<SYSTEMS	*145/66/STINT
STOCKS	THE EFFECT OF PERSONALIZED>STOCKS<ON RIFLE MARKSMANSHIP	153/54/TRANF
STOOGES	THE USE OF FOLLOWER>STOOGES<FOR FIELD EVALUATION OF LEADERSHIP ABILITY	96/59/NCO
STRATEGIC	COLD WEATHER OPERATIONAL TRAINING OF INFANTRY FORCES IN THE>STRATEGIC<ARMY CORPS	36/64/COLDS
STRESS	AVIATOR PERFORMANCE UNDER>STRESS<	174/67/ES-50
	STUDY OF CHARACTERISTICS OF SUCCESSFUL, UNSUCCESSFUL MEN WORKING IN SITUATIONS OF EXTREME>STRESS<	* 50/54/FIGHT
	DIMENSIONS OF>STRESS<PERFORMANCE IN FIELD AND LABORATORY SITUATIONS	51/56/FIGHT
	RELATION OF LIFE HISTORY, FAMILY BACKGROUND, INTELLIGENCE DATA TO PERFORMANCE IN>STRESS<SITUATIONS	* 51/56/FIGHT
	REACTIONS OF MEN UNDER>STRESS<TO A PICTURE PROJECTIVE TEST	52/57/FIGHT
	FIELD>STRESS<- A PRELIMINARY STUDY OF ITS STRUCTURE, MEASUREMENT, AND RELATIONSHIP TO COMBAT	52/57/FIGHT
	THE CONSTRUCTION, VALIDATION AND APPLICATION OF A SUBJECTIVE>STRESS<SCALE	53/58/FIGHT
	HUMAN PSYCHOPHYSIOLOG. RESPONSE TO>STRESS<- SUCCESSFUL EXPERIMENTAL SIMULATION OF REAL-LIFE STRESSES	* 55/59/FIGHT
	DEVELOPMENT OF A VERBAL MEASURE FOR USE IN>STRESS<STUDY	54/59/FIGHT
	A NOTE ON EOSINOPENIA AS AN INDEX OF PSYCHOLOGICAL>STRESS<	55/60/FIGHT
	VALIDITY AND RELIABILITY OF CERTAIN INDICATORS OF PSYCHOLOGICAL>STRESS<	56/60/FIGHT
	SUMMARY OF RESEARCH OF EXPERIMENTAL STUDIES OF>STRESS<IN MAN	56/61/FIGHT
	EXPERIMENTAL STUDIES OF PSYCHOLOGICAL>STRESS<IN MAN	57/62/FIGHT
	VALIDITY AND RELIABILITY OF CERTAIN MEASURES OF PSYCHOLOGICAL>STRESS<	57/62/FIGHT
	PSYCHOLOGICAL AND PHYSIOLOGICAL CRITERIA FOR>STRESS<SIMULATION RESEARCH	58/63/FIGHT
	THE TRUMPET SOUNDS--CAN OUR TROOPS BE BATTLEPROOFED?/>STRESS</ COMBAT TRAINING/ SELECTION OF FIGHTER	58/65/FIGHT
	A CONCEPTUAL MODEL OF BEHAVIOR UNDER>STRESS<, WITH IMPLICATIONS FOR COMBAT TRAINING	58/66/FIGHT
	TRAINING FOR PERFORMANCE UNDER>STRESS<	195/62/GENRL
	SUSCEPTIBILITY TO>STRESS<ON A SIMPLE PSYCHOMOTOR TASK	73/56/JUMPB
	A STUDY OF THE EFFECTS OF MANIFEST ANXIETY AND SITUATIONAL>STRESS<ON M-1 RIFLE FIRING	112/54/PRESS
	RIFLE MARKSMANSHIP AS A FUNCTION OF MANIFEST ANXIETY AND SITUATIONAL>STRESS<	112/54/PRESS
STRESS-SENSITIVE	VALIDITY OF 2 TYPES>STRESS-SENSITIVE<MEASURES IN MILITARY FIELD STUDIES: EXPERIMENT AND DISCUSSION	* 54/59/FIGHT
STRESSES	INFERRED CORRELATION BETWEEN COMBAT PERFORMANCE AND SOME FIELD LABORATORY>STRESSES<	53/58/FIGHT
	HUMAN PSYCHOPHYSIOLOG. RESPONSE TO STRESS- SUCCESSFUL EXPERIMENTAL SIMULATION OF REAL-LIFE>STRESSES<	* 55/59/FIGHT
	URINARY RESPONSES TO PSYCHOLOGICAL>STRESSES<	57/62/FIGHT
STRESSFUL	BLOOD AND URINARY RESPONSES OF MAN TO AN ORDERED SERIES OF REALISTICALLY>STRESSFUL<SITUATIONS	56/61/FIGHT
	QUANTITATIVE SUBJECTIVE AND PROJECTIVE RESPONSES TO SERIES OF REALISTICALLY>STRESSFUL<SITUATIONS	* 57/61/FIGHT
STRUCTURE	FIELD STRESS- A PRELIMINARY STUDY OF ITS>STRUCTURE<, MEASUREMENT, AND RELATIONSHIP TO COMBAT	52/57/FIGHT
	A METHOD OF WIDE APPLICABILITY FOR TESTING HYPOTHESES ABOUT THE>STRUCTURE<OF QUALITATIVE VARIABLES	191/57/GENRL
STRUCTURES	>STRUCTURES<, TRAINING PROCEDURES, AND OPERATIONS OF SMALL WORK GROUPS	157/65/UNIFE
	THE VIEW FROM THE UNDERSIDE- TASK DEMANDS AND GROUP>STRUCTURES<	157/66/UNIFE
STUDENT	LANGUAGE PROGRAMMING FOR THE FOREIGN>STUDENT<	39/61/CONTA
	COURSE DENSITY AND>STUDENT<PERCEPTION	124/67/REFIL
	THE EFFECTS OF GROUP COMPETITION UPON>STUDENT<PERFORMANCE	143/68/SPUR
	CHANGES IN>STUDENT<MOTIVATION AT AN ARMY TECHNICAL TRAINING SCHOOL	168/55/WIGWA
STUDENTS	COURSE ACHIEVEMENT OF>STUDENTS<WITH UNSATISFACTORY ACADEMIC AVERAGES IN BASIC ELECTRONICS/ APTITUDE	119/58/RADAR
STUDIES	THE CONDUCT OF FIELD>STUDIES<	191/58/GENRL
	EXPERIMENTAL DESIGN FOR FIELD>STUDIES<IN LEADERSHIP	106/57/OFFTR
STUDY	DESERT ROCK I- A PSYCHOLOGICAL>STUDY<OF TROOP REACTIONS TO AN ATOMIC EXPLOSION- DATA ON ATTRITION	* 42/53/DR-I
	A>STUDY<OF GROUPS: A REVIEW OF THE LITERATURE	189/53/GENRL
	A FIELD>STUDY<COMPARISON OF VISUAL SEARCH METHODS IN AERIAL OBSERVATION	102/59/OBSER
STUDYING	A METHOD FOR>STUDYING<LEADERSHIP	106/57/OFFTR
SUBCALIBER	THE EFFECT OF INCREASED>SUBCALIBER<SUBSTITUTION TRAINING ON 90MM GUNNERY PROFICIENCY	65/55/GUNNE
SUBJECT-MATTER	THE>SUBJECT-MATTER<EXPERT AND THE PROGRAMMER	135/61/SAMOF
SUBJECTIVE	THE CONSTRUCTION, VALIDATION AND APPLICATION OF A>SUBJECTIVE<STRESS SCALE	53/58/FIGHT
	QUANTITATIVE>SUBJECTIVE<AND PROJECTIVE RESPONSES TO SERIES OF REALISTICALLY STRESSFUL SITUATIONS	* 57/61/FIGHT
SUBJECTS	COMBAT>SUBJECTS<, PROFICIENCY LEVELS ESSENTIAL TO 1962 TRAINING, LIGHT WEAPON INFANTRYMAN, MOS 111.0	*129/58/RIFLE
SUCCESS	INSTRUCTIONAL OBJECTIVES, AND MEASURING>SUCCESS<OF INSTRUCTION	69/66/INGO
	RELATIONSHIPS BETWEEN SCHOOL PREFERENCE AND>SUCCESS<IN OCS	105/54/OCS
	PREDICTING>SUCCESS<IN OFFICER CANDIDATE SCHOOL WITH AN ASSESSMENT PROGRAM/ OCS	105/55/OCS
SUCCESSFUL	SOME FACTORS THAT HAVE CONTRIBUTED TO>SUCCESSFUL<, UNSUCCESSFUL AMERICAN INFANTRY SMALL-UNIT ACTIONS	*111/59/PLATT
SUPERVISORS	DEPENDENCY ON>SUPERVISORS<, PROFICIENCY AND MORALE IN GUIDED MISSILE BATTERIES	80/60/LOCKO
SUPERVISORY	THE EFFECTS OF>SUPERVISORY<THREAT ON DECISION MAKING AND RISK-TAKING IN A SIMULATED COMBAT GAME	169/66/ES-12
	DESCRIPTION OF>SUPERVISORY<JOBS	135/63/SAMOF
SUPPORT	PREDICTION OF TRAINING REQUIREMENTS FOR FUTURE WEAPON SYSTEMS: PERSONNEL>SUPPORT<SYSTEM R&D PROCESS	*160/63/UPSTR
SURFACE-TO-AIR	SURVEY OF OPINIONS OF GRADUATES OF THE>SURFACE-TO-AIR<MISSILE OFFICER BASIC COURSE	134/58/SAMOF
SURVEILLANCE	OPERATOR PROFICIENCY IN INTERPRETING GROUND>SURVEILLANCE<RADAR SIGNALS	25/64/ARMRN
	RESEARCH STRATEGY IN INVESTIGATING AERIAL>SURVEILLANCE<SYSTEMS/ TARGET DETECTION	102/58/OBSER
	TENTATIVE OPERATING CHARACTERISTIC & EMPLOYMENT, GROUND>SURVEILLANCE<RADAR IN INFANTRY BATTLE GROUP	*147/60/SWING
SURVEY	A>SURVEY<OF HUMAN FACTORS IN MILITARY PERFORMANCE IN EXTREME COLD WEATHER	36/60/COLDS
	A>SURVEY<OF THE BASIC AIRBORNE TRAINING COURSE AT FORT BENNING, GEORGIA	190/55/GENRL
	A>SURVEY<ON MORALE AND LEADERSHIP AS AFFECTED BY THE ATFA-1 ARMORED DIVISION	190/55/GENRL
	>SURVEY<OF THE ARMY CARGO HELICOPTER PILOT COURSE	76/57/LIFT
	>SURVEY<OF OPERATIONAL FLYING ACTIVITIES OF ROTARY WING AVIATORS	76/62/LIFT
	>SURVEY<OF OPERATIONAL FLYING ACTIVITIES OF FIXED WING AVIATORS	76/62/LIFT
	A>SURVEY<OF MAP SKILLS REQUIREMENTS	88/57/MAPUS
	A>SURVEY<OF ORGANIZATIONAL MAINTENANCE OF THE MEDIUM TANK	93/58/MOBIL
	EXPLORATORY STUDY ON INTERROGATION PROCESS:>SURVEY<ACTIVITIES, CONCEPTUALIZATION AND PILOT STUDIES	*116/62/QUIZ
	A>SURVEY<OF PROBLEMS IN THE TACTICAL TRAINING OF ARMORED CAVALRY PLATOONS	123/63/RECON
	MODERN APPROACHES TO FOREIGN LANGUAGE TRAINING: A>SURVEY<OF CURRENT PRACTICES	124/67/REFIL
	>SURVEY<OF OPINIONS OF GRADUATES OF THE SURFACE-TO-AIR MISSILE OFFICER BASIC COURSE	134/58/SAMOF
	A>SURVEY<OF OPINIONS ABOUT THE UNIT ROTATION PLAN (OPERATION GYROSCOPE)	158/55/UNIRO
	A>SURVEY<OF OPINIONS REGARDING OPERATION GYROSCOPE IN THE FIRST DIVISION	158/55/UNIRO
	A>SURVEY<AND ANALYSIS OF VIGILANCE RESEARCH	162/61/VIGIL
SUSPENSION	THE TRAINING EFFECTIVENESS OF THE TRACK AND>SUSPENSION<TRAINER, DEVICE 29-FA-61	151/54/TRACK
SWEAT	AN INVESTIGATION OF TWO MEASURES OF PALMAR>SWEAT<UNDER FIELD CONDITIONS	168/55/YUCCA
SYNTHETIC	REDUCTION OF HELICOPTER PILOT ATTRITION THROUGH>SYNTHETIC<CONTACT FLIGHT TRAINING/ TRAINING DEVICE	44/65/ECHO
	CHANGES IN FLIGHT TRAINEE PERFORMANCE FOLLOWING>SYNTHETIC<HELICOPTER FLIGHT TRAINING	44/66/ECHO
	HELICOPTER TRAINEE PERFORMANCE FOLLOWING>SYNTHETIC<FLIGHT TRAINING	44/66/ECHO
	INFLIGHT PERFORMANCE AFTER ZERO, TEN, OR TWENTY HOURS OF>SYNTHETIC<INSTRUMENT FLIGHT TRAINING	45/68/ECHO
SYSTEM	A VIEW OF MAN'S ROLE AND FUNCTION IN A COMPLEX>SYSTEM<	175/68/ES-61
	UTILIZATION OF BEHAVIORAL SCIENCE RESEARCH IN A LARGE, OPERATIONAL>SYSTEM<	205/68/GENRL
	HUMAN RESOURCES RESEARCH IN MANAGING THE WEAPONS>SYSTEM<	160/58/UPSTR
	PROCEDURES FOR OBTAINING HUMAN FACTORS INFORMATION AS PART OF WEAPON>SYSTEM<DESIGN, DEVELOPMENT	*160/61/UPSTR
	PREDICTION OF TRAINING REQUIREMENTS FOR FUTURE WEAPON SYSTEMS: PERSONNEL SUPPORT>SYSTEM<R&D PROCESS	*160/63/UPSTR
SYSTEMS	FORECAST>SYSTEMS<ANALYSIS AND TRAINING METHODS FOR ELECTRONICS MAINTENANCE TRAINING	64/64/FOREC
	TWO JOBS FOR ONE IN ELECTRONIC MAINTENANCE/ ELECTRONIC>SYSTEMS<ANALYSTS	64/65/FOREC
	THE>SYSTEMS<CONCEPT AS A PRINCIPLE OF METHODOLOGICAL DECISION	195/62/GENRL
	THE DESIGN OF INSTRUCTIONAL>SYSTEMS<	202/66/GENRL
	AN ANNOTATED BIBLIOGRAPHY ON THE DESIGN OF INSTRUCTIONAL>SYSTEMS<	203/67/GENRL
	A GENERAL>SYSTEMS<APPROACH TO THE DEVELOPMENT AND MAINTENANCE OF OPTIMAL LEARNING CONDITIONS	68/67/IMPAC
	A CONCEPT OF THE ROLE OF MAN IN AUTOMATED>SYSTEMS<	86/68/MANIC
	TEN NEW CONCEPTS FOR MAINTAINING ELECTRONIC>SYSTEMS<	95/65/MOSAI
	EVALUATION OF THREE EXPERIMENTAL>SYSTEMS<FOR NONCOMMISSIONED OFFICER TRAINING	100/67/NCO
	HUMAN FACTORS IN COMPLEX>SYSTEMS<	103/67/OBSER
	SOME PROBLEMS IN PREDICTING TRAINING REQUIREMENTS FOR FUTURE WEAPON>SYSTEMS<	160/60/UPSTR

SYSTEMS	ANTICIPATING TRAINING REQUIREMENTS FOR FUTURE WEAPON>SYSTEMS<	160/60/UPSTR
	THE PREDICTION OF TRAINING REQUIREMENTS FOR FUTURE WEAPON>SYSTEMS<	160/61/UPSTR
	THE PREDICTION OF TRAINING REQUIREMENTS FOR FUTURE WEAPON>SYSTEMS<	160/62/UPSTR
SYSTEMS-ANALYTIC	THE EVALUATION OF>SYSTEMS-ANALYTIC<TRAINING PROGRAMS	197/63/GENRL
T-38	ORDNANCE IFC ELECTRONICS MAINTENANCE- FIELD ACTIVITY ANALYSIS, TRAINING IMPLICATIONS. PART II->T-38<	* 49/57/FICON
TACTICAL	DEVELOPMENT AND EVALUATION OF A>TACTICAL<MANDARIN CHINESE LANGUAGE COURSE/ TONAL DISCRIMINATION	40/65/CONTA
	A SELF-INSTRUCTIONAL>TACTICAL<LANGUAGE COURSE IN RUSSIAN/ INTERROGATION/ VOCABULARY SELECTION	39/65/CONTA
	AN INVESTIGATION OF FLEXIBILITY IN>TACTICAL<DECISION MAKING	41/57/DECIS
	RESEARCH ON HUMAN AERIAL OBSERVATION. PART III: SUMMARY DATA FROM>TACTICAL<FIELD TESTS	102/60/OBSER
	RESEARCH ON HUMAN AERIAL OBSERVATION. PART II: DESCRIPTION OF>TACTICAL<FIELD TEST	102/60/OBSER
	PLATTRAIN- PREMISES AND TRAINING IMPLICATIONS FOR IMPROVING>TACTICAL<PROFICIENCY OF RIFLE PLATOONS	*111/59/PLATT
	AN EXPERIMENTAL APPROACH TO>TACTICAL<INTERROGATION	116/63/QUIZ
	A SURVEY OF PROBLEMS IN THE>TACTICAL<TRAINING OF ARMORED CAVALRY PLATOONS	123/63/RECON
	DEVELOPMENT OF IMPROVED RIFLE SQUAD>TACTICAL<& PATROLLING PROGRAMS FOR LIGHT WEAPONS INFANTRYMAN	*130/65/RIFLE
	>TACTICAL<TRAINING OF THE INFANTRY RIFLE SQUAD	144/55/SQUAD
	IMPROVING>TACTICAL<TRAINING FOR TANK COMMANDERS- TEST DEVELOPMENT AND PERFORMANCE ASSESSMENT	148/63/TANKE
	HUMAN FACTORS IN>TACTICAL<NUCLEAR COMBAT/TECHNICAL REPORT	185/65/TAS
	HUMAN FACTORS IN>TACTICAL<NUCLEAR COMBAT/BRIEFING	185/65/TAS
	A SURVEY OF PROBLEMS IN THE>TACTICAL<TRAINING OF ARMOR UNITS (U)	159/61/UNIT
	DEVELOPMENT AND EVALUATION OF SYSTEMS FOR THE CONDUCT OF>TACTICAL<TRAINING AT THE TANK PLATOON LEVEL	159/64/UNIT
TACTICS	ASSEMBLY (?) OR DEFENSIVE (?) AREAS/ INFANTRY>TACTICS<	197/64/GENRL
	EXPERIMENTAL TRAINING IN NIGHT TECHNIQUE OF FIRE AND SQUAD>TACTICS<	94/59/MOONL
	TRAINFIRE II- A NEW COURSE IN BASIC TECHNIQUE OF FIRE AND SQUAD>TACTICS<	153/57/TRANF
	THE LAST FEW YARDS/ OFFENSIVE INFANTRY>TACTICS<	154/60/TRANF
	ASSEMBLY AREAS/ INFANTRY>TACTICS<	154/61/TRANF
	DEFENDING THOSE WIDE GAPS/ INFANTRY>TACTICS<, SNIPERS	154/61/TRANF
TACTUAL	>TACTUAL<COMMUNICATION	171/65/ES-30
TANK	SIMPLIFICATION OF THE PANEL LAYOUT ON STANDARD SERIES>TANK<RADIOS	21/57/ARMRC
	ILLUMINATION AND TERRAIN AS FACTORS AFFECTING THE SPEED OF>TANK<TRAVEL	22/58/ARMRN
	THE EFFECTIVENESS OF 90MM>TANK<GUN FIRE AGAINST THE 18-INCH SEARCHLIGHT (U)	23/59/ARMRN
	AN EVALUATION OF FLASH LOCALIZATION PERFORMANCE WITH THE FIRE CONTROL SYSTEM OF THE M48>TANK<	24/62/ARMRN
	CONSISTENCY IN LAYING THE MAIN>TANK<GUN IN A LIVE-FIRE SITUATION (U)	59/57/FIREP
	THE TRAINING EFFECTIVENESS OF TABLE VII OF THE>TANK<GUNNERY QUALIFICATION COURSE	59/59/FIREP
	HUMAN FACTORS EVALUATION OF THE>TANK<, COMBAT FULL TRACKED- 105MM GUN, M60	59/61/FIREP
	CONSISTENCY IN RE-LAYING AS A FACTOR IN>TANK<GUNNERY	65/55/GUNNE
	CREW DUTIES AND TASKS FOR OPERATION OF THE M551/MAIN BATTLE>TANK<	89/68/MBT
	THE EFFECT OF FUEL CONSERVATION TRAINING ON M-48>TANK<GASOLINE CONSUMPTION	93/55/MOBIL
	MALFUNCTION INDICATOR LISTS FOR THE M48A1>TANK<	93/58/MOBIL
	A SURVEY OF ORGANIZATIONAL MAINTENANCE OF THE MEDIUM>TANK<	93/58/MOBIL
	THE ACHIEVEMENT OF ACTIVE-DUTY AND RESERVE>TANK<CREWMEN IN AREAS OF ESSENTIAL ARMOR KNOWLEDGE	138/58/SHOCK
	THE DETERMINATION OF JOB REQUIREMENTS FOR>TANK<CREW MEMBERS	138/58/SHOCK
	AN EVALUATION OF THE ON-THE-JOB PROFICIENCY OF TRAINED>TANK<CREWMEN	138/58/SHOCK
	>TANK<COMMANDER TRAINING IN THE RESERVE COMPONENTS	139/59/SHOCK
	THE>TANK<COMMANDER'S GUIDE/(3D EDITION)	139/63/SHOCK
	IMPROVING TACTICAL TRAINING FOR>TANK<COMMANDERS- TEST DEVELOPMENT AND PERFORMANCE ASSESSMENT	148/63/TANKE
	THE TRAINING EFFECTIVENESS OF A>TANK<HULL TRAINER	152/54/TRAIN
	THE DETERMINATION OF COMBAT JOB REQUIREMENTS FOR TANK PLATOON LEADER AND>TANK<PLATOON SERGEANT	159/61/UNIT
	THE DETERMINATION OF COMBAT JOB REQUIREMENTS FOR>TANK<PLATOON LEADER AND TANK PLATOON SERGEANT	159/61/UNIT
	THE>TANK<PLATOON COMBAT READINESS CHECK	159/62/UNIT
	THE DEVELOPMENT AND EVALUATION OF THE>TANK<PLATOON COMBAT READINESS CHECK	159/63/UNIT
	DEVELOPMENT AND EVALUATION OF SYSTEMS FOR THE CONDUCT OF TACTICAL TRAINING AT THE>TANK<PLATOON LEVEL	159/64/UNIT
TANK-MOUNTED	EFFECT OF OBSERVER LOCATION, VIEWING METHOD ON TARGET DETECTION WITH 18-IN>TANK-MOUNTED<SEARCHLIGHT	* 25/64/ARMRN
TANKS	WHO WILL COMMAND OUR>TANKS<?	138/57/SHOCK
	RADIO-CONTROLLED>TANKS<FOR REALISTIC COMBAT TRAINING	159/60/UNIT
	$600>TANKS<EMBATTLED/ MINIATURE ARMOR BATTLEFIELD	159/63/UNIT
TARGET	EFFECT OF OBSERVER LOCATION, VIEWING METHOD ON>TARGET<DETECTION WITH 18-IN TANK-MOUNTED SEARCHLIGHT	* 25/64/ARMRN
	THE EFFECTS OF SCHEDULES OF COLLECTIVE REINFORCEMENT ON A CLASS DURING TRAINING IN>TARGET<DETECTION	* 59/62/FIREP
	RELATIVE USEFULNESS OF ACTIVE PARTICIPATION & VERBAL DESCRIPTION TECHNIQUES,>TARGET<DETECTION TRNG	* 59/62/FIREP
	PARTIAL POINT-OUT OF TARGETS AS COLLECTIVE REINFORCEMENT IN GROUP>TARGET<DETECTION TRAINING	* 60/62/FIREP
	EFFECTS OF SCHEDULES OF COLLECTIVE REINFORCEMENT ON A CLASS DURING A>TARGET<DETECTION COURSE	60/62/FIREP
	>TARGET<ACQUISITION FROM THE ARMED HELICOPTER	66/62/HELFI
	THE EFFECTS OF MAP SCALE ON POSITION LOCATION/AERIAL NAVIGATION TRAINING/>TARGET<LOCATION	81/65/LOWE[illegible]
	RESEARCH STRATEGY IN INVESTIGATING AERIAL SURVEILLANCE SYSTEMS/>TARGET<DETECTION	102/58/OBSER
	RIFLEMAN II- AN ADVANCING SMALL ARMS>TARGET<	129/59/RIFLE
	>TARGET<PLACEMENT ON A DETECTION PROFICIENCY COURSE	153/54/TRANF
	DETECTABILITY ON A PPI SCOPE AS A FUNCTION OF>TARGET<VELOCITY AND NOISE LEVEL	161/61/VIGIL
	INSTABILITY IN ANALOGUE-TYPE>TARGET<SIMULATORS	161/61/VIGIL
	>TARGET<DETECTABILITY ON AN A-SCOPE AS INFLUENCED BY VERTICAL AND HORIZONTAL VIDEO AMPLIFICATION	162/62/VIGIL
	THE RELATION BETWEEN RADAR DETECTION AND THE OBSERVER S CONCEPT OF A>TARGET<	162/62/VIGIL
	RELATION BETWEEN RADAR DETECTION AND THE OBSERVER'S CONCEPT OF A>TARGET<	164/64/VIGIL
	RADAR>TARGET<DETECTION AS INFLUENCED BY EXPERIENCE AND TRAINING	164/64/VIGIL
	RADAR>TARGET<DETECTION AS A FUNCTION OF SEARCH AREA AND VIEWING DISTANCE	164/65/VIGIL
	RISK-TAKING SET AND>TARGET<DETECTION PERFORMANCE	164/65/VIGIL
TARGETS	MODEL SIMULATOR STUDIES OF THE VISIBILITY OF MILITARY>TARGETS<AT NIGHT	23/58/ARMRN
	IDENTIFICATION OF STATIONARY HUMAN>TARGETS<	94/60/MOONL
	A FIELD TEST OF VISUAL DETECTION AND IDENTIFICATION FOR REAL AND DUMMY>TARGETS<	102/59/OBSER
	STUDIES ON TRAINING GROUND OBSERVERS TO ESTIMATE RANGE TO AERIAL>TARGETS<	140/68/SKYFI
	REALISTIC>TARGETS<FOR THE TRAINING AND TESTING OF COMBAT RIFLEMEN	153/55/TRANF
	IMPROVED SILHOUETTE>TARGETS<FOR MARKSMANSHIP TRAINING	154/58/TRANF
TASK	FEASIBILITY OF DEVELOPING>TASK<CLASSIFICATION STRUCTURE FOR ORDERING TRAINING PRINCIPLES & CONTENT	*180/63/BR-8
	CUE RESPONSE ANALYSIS OF A MAINTENANCE>TASK<	62/58/FOREC
	A PROCEDURAL GUIDE FOR TECHNICAL IMPLEMENTATION OF THE FORECAST METHODS OF>TASK<AND SKILL ANALYSIS	62/61/FOREC
	PERFORMANCE OF MENTAL DEFICIENTS ON A SIMPLE VIGILANCE>TASK<	193/61/GENRL
	IMPROVED MANUALS FOR MAN-MACHINE SYSTEMS THROUGH>TASK<ANALYSIS	194/61/GENRL
	A TENTATIVE TAXONOMY OF>TASK<DEMANDS	197/63/GENRL
	SUSCEPTIBILITY TO STRESS ON A SIMPLE PSYCHOMOTOR>TASK<	73/56/JUMPB
	A MODEL OF JUNIOR OFFICER JOBS FOR USE IN DEVELOPING>TASK<INVENTORIES/ JOB ANALYSIS	135/65/SAMOF
	THE VIEW FROM THE UNDERSIDE->TASK<DEMANDS AND GROUP STRUCTURES	157/66/UNIFE
	RADAR TRACKING ACCURACY AS A FUNCTION OF TRAINING AND>TASK<VARIABLES	161/61/VIGIL
	VIGILANCE PERFORMANCE AS A FUNCTION OF>TASK<AND ENVIRONMENTAL VARIABLES	163/63/VIGIL
	THE INFLUENCE OF>TASK<AND ENVIRONMENTAL VARIABLES UN THE MAINTENANCE OF VIGILANT PERFORMANCE	164/63/VIGIL
TASKS	CREW DUTIES AND>TASKS<FOR OPERATION OF THE M551/MAIN BATTLE TANK	89/68/MBT
	ANALYSIS OF ELECTRONIC MAINTENANCE>TASKS<	101/63/NICOR
	FUNCTIONAL AND APPEARANCE FIDELITY OF TRAINING DEVICES FOR FIXED-PROCEDURES>TASKS<	131/65/RINGE
TAT	EFFECT OF PRECEDING ROSENZWEIG S PF TEST WITH THE>TAT<	182/64/BR-10
TAU	A METHOD FOR COMPUTING THE KENDALL>TAU<COEFFICIENT	189/54/GENRL
TAXONOMY	A TENTATIVE>TAXONOMY<OF TASK DEMANDS	197/63/GENRL
TAYLOR	ARMY DATA ON>TAYLOR<MAS, INTELLIGENCE, AND EGO STRENGTH	55/59/FIGHT
	INTERCORRELATIONS OF>TAYLOR<MAS WITH CERTAIN OTHER PERSONALITY MEASURES AND A PHYSIOLOGICAL MEASURE	55/60/FIGHT
TEACHING	AN APPROACH TO AUTOMATED LANGUAGE>TEACHING<	39/61/CONTA
	>TEACHING<MACHINES AND PROGRAMMED LEARNING IN USE: IN THE ARMY - THE PAST AND PLANS	195/62/GENRL
	AN INVESTIGATION OF SEVERAL METHODS OF>TEACHING<CONTOUR INTERPRETATION	88/57/MAPUS
	SEVERAL METHODS OF>TEACHING<CONTOUR INTERPRETATION	88/57/MAPUS
	DEVELOPMENT OF 2 AUTOMATED PROGRAMS FOR>TEACHING<MILITARY JUSTICE TO MEN OF VARIOUS APTITUDE LEVELS	142/68/SPECT
	>TEACHING<- TODAY AND TOMORROW	148/59/TEXTR
	PRELIMINARY STUDIES IN AUTOMATED>TEACHING<	148/59/TEXTR
	>TEACHING<MACHINES AND PROGRAMED INSTRUCTION - SOME FACTORS TO CONSIDER IN IMPLEMENTATION	148/61/TEXTR

TEACHING	METHODS AND DEVICES FOR>TEACHING<DATA FLOW TO ELECTRONICS MAINTENANCE PERSONNEL	151/62/TRACE
	FUTURE TRENDS IN TELEVISION>TEACHING<AND RESEARCH	156/54/TV
TEAM	THE USE OF SCHEDULES OF REINFORCEMENT TO REGULATE A COLLECTIVE>TEAM<RESPONSE RATE	181/64/BR-9
	A REVIEW OF RECENT RESEARCH AND DEVELOPMENT ON MILITARY LEADERSHIP, COMMAND, AND>TEAM<FUNCTION	199/64/GENRL
	EFFECT OF PROTECTIVE MASKING ON SMOKE GENERATOR & FUEL SUPPLY>TEAM<PERFORMANCE: ARMY CHEMICAL CORPS	*114/59/PROTE
	THE ADVENT OF THE KYLCYSTICS/>TEAM<APPROACH TO TRAINING PROBLEMS	134/59/SAMOF
	PILOT STUDIES OF>TEAM<EFFECTIVENESS	157/63/UNIFE
	INTERACTION CONTENT AND>TEAM<EFFECTIVENESS/ STUDY OF SMALL GROUP PROBLEM SOLVING/ COORDINATION	157/66/UNIFE
TEAMS	EFFECTS OF DRL AND CRH SCHEDULES OF REINFORCEMENT IN SHAPING COLLECTIVE RESPONSE RATE OF>TEAMS<	*181/62/BR-9
	SHAPING OF THREE-MAN>TEAMS<ON A MULTIPLE DRL-DRH SCHEDULE USING COLLECTIVE REINFORCEMENT	181/64/BR-9
	SUSTAINED VIGILANCE II: SIGNAL DETECTION FOR TWO-MAN>TEAMS<DURING A 24-HOUR WATCH	199/64/GENRL
	VERBAL COORDINATION AND PERFORMANCE IN SMALL MILITARY>TEAMS<	157/64/UNIFE
TECHNICAL	THE ACHIEVEMENT OF FOREIGN STUDENTS IN U.S. ARMY>TECHNICAL<SCHOOLS	41/65/CULTF
	A PROCEDURAL GUIDE FOR>TECHNICAL<IMPLEMENTATION OF THE FORECAST METHODS OF TASK AND SKILL ANALYSIS	62/61/FOREC
	SHOP TALK AND>TECHNICAL<WRITING	193/61/GENRL
	LAO BUDDHISM: A VEHICLE FOR>TECHNICAL<CHANGE	197/63/GENRL
	MEN, MACHINES, AND THE SOFTWARE MIDDLE MAN/ ELECTRONICS MAINTENANCE/>TECHNICAL<WRITERS	201/66/GENRL
	>TECHNICAL<MANUALS FOR MAINTENANCE SUPPORT: MAINTENANCE RATIONALE, RESEARCH FINDINGS, & PROJECTIONS	205/67/GENRL
	THE ROLE OF THE>TECHNICAL<EDITOR IN HIS PROFESSIONAL DEVELOPMENT	205/68/GENRL
	HOW MUCH>TECHNICAL<KNOWLEDGE DOES A MILITARY OFFICER NEED?	135/62/SAMOF
	CHANGES IN STUDENT MOTIVATION AT AN ARMY>TECHNICAL<TRAINING SCHOOL	168/55/WIGWA
TECHNICIAN	THE>TECHNICIAN<AS A DATA PROCESSING SYSTEM WITHIN THE ELECTRONICS MAINTENANCE COMPLEX	72/63/JOBTR
TECHNICIANS	JOB PERFORMANCE TESTS, DETAILED DESCRIPTION OF PERFORMANCE TESTS FOR NIKE IFC>TECHNICIANS<	* 15/59/ACHIL
	EXPERIMENTAL COMPARISON OF TWO BASIC ELECTRONICS COURSES FOR FIRE CONTROL>TECHNICIANS<	83/60/MAINT
	RESEARCH ON MISSILE MAINTENANCE>TECHNICIANS<	83/60/MAINT
	DEVELOPMENT AND EVALUATION OF A PROGRAM OF INSTRUCTION FOR FIRE CONTROL>TECHNICIANS</ MAINTENANCE	*118/58/RADAR
TECHNIQUE	MOONLIGHT IV- TRAINING THE RIFLE SQUAD IN NIGHT>TECHNIQUE<OF FIRE	94/55/MOONL
	EXPERIMENTAL TRAINING IN NIGHT>TECHNIQUE<OF FIRE AND SQUAD TACTICS	94/59/MOONL
	TRAINFIRE II- A NEW COURSE IN BASIC>TECHNIQUE<OF FIRE AND SQUAD TACTICS	153/57/TRANF
TECHNIQUES	THE EFFECT OF VARIOUS INTERVIEW>TECHNIQUES<IN EVOKING FEAR RESPONSES	190/55/GENRL
	HUMRRO>TECHNIQUES<IN COURSE DEVELOPMENT	202/66/GENRL
	>TECHNIQUES<FOR LOW ALTITUDE NAVIGATION: DIRECTION ESTIMATION FROM TACTICAL MAPS	82/67/LOWEN
	DEVELOPING NEW INSTRUCTIONAL>TECHNIQUES<	148/60/TEXTR
TECHNOLOGY	THE CONCEPT OF A>TECHNOLOGY<OF TRAINING	192/60/GENRL
	PROGRAMMED INSTRUCTION AND THE>TECHNOLOGY<OF TRAINING	196/63/GENRL
TELEVISION	PROCEDURES FOR IMPROVING>TELEVISION<INSTRUCTIONS	156/54/TV
	PRESENT STATUS OF SIGNAL CORPS>TELEVISION<RESEARCH	156/54/TV
	>TELEVISION<IN ARMY TRAINING- EVALUATION OF TELEVISION IN ARMY BASIC TRAINING	156/54/TV
	FUTURE TRENDS IN>TELEVISION<TEACHING AND RESEARCH	156/54/TV
TEMPORAL	VERBAL MEDIATION IN REVERSE ASSOCIATION- THE ROLE OF>TEMPORAL<FACTORS	180/65/03/BR
TENTMATES	CHARACTERISTICS OF PEER-PREFERRED, NON-PREFERRED, AND REJECTED>TENTMATES<DURING COLD-WEATHER EXER.	* 55/59/FIGHT
TERRAIN	ILLUMINATION AND>TERRAIN<AS FACTORS AFFECTING THE SPEED OF TANK TRAVEL	22/58/ARMRN
	>TERRAIN<SEARCHING	154/60/TRANF
TEST	PERFORMANCE>TEST<FOR COMPARING NIKE AJAX IFC MAINTENANCE MEN WITH AND WITHOUT EXPERIENCE	* 14/59/ACHIL
	BASIC INFANTRY SKILLS PERFORMANCE>TEST<, ATP 21-114	27/56/BASIC
	TRAINING RESPONSE MODE,>TEST<FORM, AND MEASURE ON ACQUISITION OF SEMI-ORDERED FACTUAL MATERIALS	* 29/61/BASIC
	EFFECT OF KNOWLEDGE OF RESULTS ON>TEST<PERFORMANCE AS FUNCTION OF NEED ACHIEVEMENT AND TEST ANXIETY	*182/63/BR-10
	EFFECT OF PRECEDING ROSENZWEIG S PF>TEST<WITH THE TAT	182/64/BR-10
	THE RELIABILITY OF A MODIFIED DIGIT SPAN>TEST<PROCEDURE	46/58/ENDOR
	AN ANALYSIS OF THE M48 TROOP>TEST<FIRING DATA (U)	65/55/GUNNE
	A FIELD>TEST<OF VISUAL DETECTION AND IDENTIFICATION FOR REAL AND DUMMY TARGETS	102/59/OBSER
	RESEARCH ON HUMAN AERIAL OBSERVATION. PART II: DESCRIPTION OF TACTICAL FIELD>TEST<	102/60/OBSER
	BASIC INSTRUCTION IN LAND NAVIGATION, PROFICIENCY>TEST<MANUAL	110/58/PATRO
	A PERFORMANCE>TEST<FOR THE AAFCS M-33 RADAR MECHANIC AND OBSERVATIONS ON TROUBLE SHOOTING BEHAVIOR	117/55/RADAR
	A THREE-HOUR PERFORMANCE>TEST<TO EVALUATE JOB EFFECTIVENESS OF ARMY RADAR MECHANICS	118/55/RADAR
	THE AAFCS M-33 MECHANIC PROFICIENCY>TEST<: PART II - DEVELOPMENT AND CROSS-VALIDATION	*118/57/RADAR
	SPANOCON- SPAN OF CONTROL, 1. DEVELOPMENT OF A KNOWLEDGE-FREE SPAN OF CONTROL>TEST<	141/62/SPAND
	THE APPLICATION AND>TEST<OF THE FORECAST CONCEPT OF ELECTRONICS MAINTENANCE ON NAVY LORAN EQUIPMENT	185/65/TAS
	>TEST<OF ACCURACY AND SPEED OF FIRE WITH IMPROVED LOOP SLING, COMBAT RIFLE SLING, AND WITHOUT SLING	*153/54/TRANF
	>TEST<OF ACCURACY OF FIRE WITH THE LOOP SLING, COMBAT RIFLE SLING, HASTY SLING, AND WITHOUT A SLING	*153/55/TRANF
	AN ATTEMPT TO DEVELOP A RADAR OPERATOR SCREENING>TEST<- A REPORT OF SIMULATOR INSTABILITY	162/62/VIGIL
TEST-RETEST	>TEST-RETEST<RELIABILITY OF AN EXPERIMENTAL MODEL OF A VISION TESTER FOR ARMED FORCES USE	* 22/54/ARMRN
	A>TEST-RETEST<STUDY OF TWO TESTS MEASURING MECHANICAL ABILITY	54/59/FIGHT
TESTER	TEST-RETEST RELIABILITY OF AN EXPERIMENTAL MODEL OF A VISION>TESTER<FOR ARMED FORCES USE	* 22/54/ARMRN
	EVALUATION OF AN EXPERIMENTAL ARMED FORCES VISION>TESTER<	166/54/VISIO
TESTING	A METHOD OF WIDE APPLICABILITY FOR>TESTING<HYPOTHESES ABOUT THE STRUCTURE OF QUALITATIVE VARIABLES	191/57/GENRL
	THE EFFECT ON TRAINING AND EVALUATION OF REVIEW FOR PROFICIENCY>TESTING<	98/64/NCO
	PROFICIENCY>TESTING<- A TOOL FOR TRAINING MANAGEMENT	134/59/SAMOF
	REALISTIC TARGETS FOR THE TRAINING AND>TESTING<OF COMBAT RIFLEMEN	153/55/TRANF
TESTS	JOB PERFORMANCE>TESTS<, DETAILED DESCRIPTION OF PERFORMANCE TESTS FOR NIKE IFC TECHNICIANS	* 15/59/ACHIL
	A TEST-RETEST STUDY OF TWO>TESTS<MEASURING MECHANICAL ABILITY	54/59/FIGHT
	TWICE-TOLD TALES ABOUT ONE-TAILED>TESTS<	190/57/GENRL
	RESEARCH ON HUMAN AERIAL OBSERVATION. PART III: SUMMARY DATA FROM TACTICAL FIELD>TESTS<	102/60/OBSER
	DEVELOPMENT OF PROFICIENCY>TESTS<FOR BASIC COMBAT AND LIGHT INFANTRY TRAINING	113/55/PROFI
	THE RELATIONSHIP BETWEEN LATERAL PHORIA AND SOME>TESTS<OF REAL AND APPARENT DEPTH PERCEPTION	122/53/RANGE
	DEVELOPMENT AND USE OF PROFICIENCY>TESTS<FOR NIKE SYSTEM LAUNCHING PLATOON OPERATORS	161/61/VIGIL
	SOURCES OF VARIABILITY IN MISSILE UNIT EVALUATIONS/ OPERATIONAL READINESS>TESTS</ UNIT PROFICIENCY	165/66/VIGIL
THEATRES	MEDICORPS STUDY FINDINGS FOR MEDICAL OFFICERS IN VARIOUS TYPES OF INSTALLATIONS VARIOUS>THEATRES<	* 89/53/MEDIC
THEORETICAL	THE APPLICATION OF>THEORETICAL<FACTORS IN TEACHING PROBLEM SOLVING BY PROGRAMED INSTRUCTION	92/68/METHO
THEORY	RELATION BETWEEN ELECTRONICS MAINT. PROFICIENCY AND RETENTION OF>THEORY<ORIENTED ELECTRONIC INFO	* 14/58/ACHIL
	LEARNING>THEORY<AND RESEARCH PARADIGMS APPLIED TO TRAINING RESEARCH: SOME DISSONANCES	198/64/GENRL
	DEVELOPING A FUNCTIONAL>THEORY<OF LEADERSHIP	71/55/INTER
THOUGHT	WANG TSUN-MING, ANTI-COMMUNIST - AN AUTOBIOGRAPHICAL ACCOUNT OF CHINESE COMMUNIST>THOUGHT<REFORM	150/54/TICK
THREAT	THE EFFECTS OF SUPERVISORY>THREAT<ON DECISION MAKING AND RISK-TAKING IN A SIMULATED COMBAT GAME	169/66/ES-12
THREE-MAN	SHAPING OF>THREE-MAN<TEAMS ON A MULTIPLE DRL-DRH SCHEDULE USING COLLECTIVE REINFORCEMENT	181/64/BR-9
THRESHOLDS	RECOGNITION>THRESHOLDS<& ACCURACY FOR DIFFERING BODY REGIONS AS FUNCTION OF ELECTRODE NO. & SPACING	* 37/66/COMTA
TIME	>TIME<ESTIMATION ERROR AS A PREDICTOR OF ENDURANCE IN SUSTAINED SENSORY DEPRIVATION	178/62/BR-6
	SPEED AND ACCURACY OF ADDITION IN NORMAL TIME AND DECIMAL>TIME<SYSTEMS	81/66/LOWEN
	A TEST OF A METHOD OF CONVERTING PROFICIENCY SCORES TO LEARNING>TIME<SCORES	131/64/RINGE
	THE EFFECTS OF INCREASING AND DECREASING TRAINING>TIME<ON PROFICIENCY IN THE CRITICAL ARMOR SKILLS	138/59/SHOCK
TIME-SHARING	EFFECTS OF>TIME-SHARING<AND BODY POSITIONAL DEMANDS ON CUTANEOUS INFORMATION PROCESSING	171/65/ES-30
TIMING	EFFECTS OF WRITTEN VERBALIZATION AND>TIMING<OF INFORMATION ON PROBLEM SOLVING IN PROGRAMED LEARNING	91/66/METHO
TOLERANCE	INFLUENCE OF A PARTNER ON>TOLERANCE<FOR A SELF-ADMINISTERED ELECTRIC SHOCK	51/57/FIGHT
TONAL	SELF-INSTRUCTIONAL PROGRAM,>TONAL<DISCRIMINATION- IDENTIFICATION LESSONS, FOREIGN LANGUAGE LEARNING	* 39/64/CONTA
	DEVELOPMENT AND EVALUATION OF A TACTICAL MANDARIN CHINESE LANGUAGE COURSE/>TONAL<DISCRIMINATION	40/65/CONTA
TRACK	THE PERFORMANCE OF ORGANIZATIONAL MAINTENANCE BY>TRACK<VEHICLE MECHANICS AND MAINTENANCE SERGEANTS	93/64/MOBIL
	THE TRAINING EFFECTIVENESS OF THE>TRACK<AND SUSPENSION TRAINER, DEVICE 29-FA-61	151/54/TRACK
TRACKING	A SIMPLE>TRACKING<APPARATUS FOR CLASSROOM OR EXPERIMENTATION	178/62/BR-6
	PURSUIT ROTOR PERFORMANCE-I REINFORCING LONGER INTERVALS OF CONTINUOUS>TRACKING<WITHIN EACH TRIAL	*181/66/BR-9
	PURSUIT ROTOR PERFORMANCE-II. REINFORCING SUCCESSIVELY LONGER CONTINUOUS>TRACKING<OVER PRACTICE	*182/66/BR-9
	FUNDAMENTALS OF>TRACKING<	75/66/LEAD
	SHILLELAGH GUIDANCE REQUIREMENTS AND GUNNER>TRACKING<PROFICIENCY (U)	186/67/TAS
	THE ACCURACY OF TWO MODES OF RADAR>TRACKING<FOR TWO VISUAL NOISE LEVELS	161/60/VIGIL
	RADAR>TRACKING<ACCURACY AS A FUNCTION OF TRAINING AND TASK VARIABLES	161/61/VIGIL
TRADITIONAL	>TRAD.<ORIENTATIONS TO SOCIAL RELATIONS IN CHINESE RESPONSES TO COMMUNIST MILITARY-POLITICAL CONTROL	*150/58/TICK
TRAINED	A FOLLOW-UP STUDY OF EXPERIMENTALLY AND CONVENTIONALLY>TRAINED<FIELD RADIO REPAIRMEN	128/60/REPAI
	A FOLLOW-UP STUDY OF EXPERIMENTALLY AND CONVENTIONALLY>TRAINED<FIELD RADIO REPAIRMEN/ PROFICIENCY	*128/60/REPAI

TRAINEE	ANALYSIS OF DETERMINANTS, CHARACTERISTICS, COVARIATES OF BASIC>TRAINEE<LEADERSHIP SOCIOMETRIC DATA	* 27/56/BASIC
	CHANGES IN FLIGHT>TRAINEE<PERFORMANCE FOLLOWING SYNTHETIC HELICOPTER FLIGHT TRAINING	44/66/ECHO
	LEADERSHIP CLIMATE FOR>TRAINEE<LEADERS- THE ARMY AIT PLATOON	98/63/NCO
TRAINEES	PROCUREMENT OF COUNTER INTELLIGENCE CORPS>TRAINEES<	32/57/CINCO
	THE MAP-USING PROFICIENCY OF BASIC>TRAINEES<	87/54/MAPRE
	EFFECTS OF FOUR ORIENTATION PROCEDURES ON AIRBORNE>TRAINEES<	109/53/ORIEN
	A COMPARISON BETWEEN VOLUNTEERS FOR THE AIRBORNE AND OTHER BASIC>TRAINEES<(NON-VOLUNTEERS)	*166/54/VOLAI
TRAINER	THE TRAINING EFFECTIVENESS OF A STEREOSCOPIC RANGE-FINDER>TRAINER</ OROPT-TI	120/54/RADEV
	ACT I, THE ARMORED CAVALRY>TRAINER<: CAN REALITY BE DUPLICATED?	123/67/RECON
	A PRELIMINARY TRAINING STUDY OF THE H-34 COCKPIT-PROCEDURES>TRAINER<	125/60/REFLE
	AN EVALUATION OF AN EXPERIMENTAL METER READING>TRAINER<	148/60/TEXTR
	THE TRAINING EFFECTIVENESS OF THE TRACK AND SUSPENSION>TRAINER<, DEVICE 29-FA-61	151/54/TRACK
	THE TRAINING EFFECTIVENESS OF A TANK HULL>TRAINER<	152/54/TRAIN
TRAINERS	THE USE OF PART-TASK>TRAINERS<AND OPERATIONAL EQUIPMENT AS TRAINING DEVICES	192/59/GENRL
TRAINFIRE	>TRAINFIRE<I- A NEW COURSE IN BASIC RIFLE MARKSMANSHIP	153/55/TRANF
	THE>TRAINFIRE<MARKSMANSHIP TRAINING	153/56/TRANF
	FROM>TRAINFIRE<I TO TRAINFIRE II	153/57/TRANF
	MORE ABOUT>TRAINFIRE<I	153/57/TRANF
	>TRAINFIRE<ZERO	153/57/TRANF
	>TRAINFIRE<II- A NEW COURSE IN BASIC TECHNIQUE OF FIRE AND SQUAD TACTICS	153/57/TRANF
	FROM TRAINFIRE I TO>TRAINFIRE<II	153/57/TRANF
	OPERATION>TRAINFIRE<- A NEW IDEA IN TROOP TRAINING/ MARKSMANSHIP	154/58/TRANF
	EXTENSION OF RESEARCH IN>TRAINFIRE<I BASIC RIFLE MARKSMANSHIP COURSE	154/58/TRANF
	>TRAINFIRE<V- EXTENSION OF RESEARCH ON TRAINFIRE I RIFLE MARKMANSHIP COURSE	154/59/TRANF
TRAINING	ANXIETY SCALES FOR USE IN ARMY>TRAINING<RESEARCH	17/54/ANSCA
	>TRAINING<ACHIEVEMENT IN BASIC COMBAT SQUADS WITH CONTROLLED APTITUDE	17/55/APTIT
	ABILITY GROUPING IN ARMY BASIC COMBAT>TRAINING<	17/56/APTIT
	CROSS-CULTURAL PROBLEMS OF U.S. ARMY PERSONNEL IN LAOS AND THEIR IMPLICATIONS FOR AREA>TRAINING<	18/64/AREA
	SIMULATION EXERCISES IN AREA>TRAINING</ CROSS-CULTURAL COMMUNICATION	18/65/AREA
	AN APPROACH TO CULTURAL SELF-AWARENESS/ AREA>TRAINING<	19/66/AREA
	AN ANALYSIS OF HUMAN RELATIONS>TRAINING<AND ITS IMPLICATIONS FOR OVERSEAS PERFORMANCE	19/66/AREA
	THE SIMULATION OF CROSS-CULTURAL COMMUNICATION/ AREA>TRAINING<	18/66/AREA
	NEW PERSPECTIVES IN>TRAINING<AND ASSESSMENT OF OVERSEAS PERSONNEL	18/66/AREA
	THE NEED FOR INNOVATIVE APPROACHES FOR>TRAINING<IN INTER-CULTURAL INTERACTION	19/67/AREA
	SOME RESOURCES FOR AREA>TRAINING<	20/67/AREA
	AN APPRAISAL OF SOME NIGHT>TRAINING<PROBLEMS IN ARMOR UNITS OF SEVENTH UNITED STATES ARMY (U)	23/61/ARMRN
	TECHNICAL SUPPLEMENT TO THE REPORT ON A SURVEY OF ARMOR>TRAINING<PROBLEMS	26/55/ARSUR
	A SURVEY OF>TRAINING<PROBLEMS IN ARMOR	26/56/ARSUR
	SOME PROBLEMS OF BASIC>TRAINING<EFFECTIVENESS	27/54/BASIC
	ACHIEVEMENT IN BASIC>TRAINING<	27/55/BASIC
	EVALUATION OF FOUR AND EIGHT WEEKS BASIC>TRAINING<FOR MEN OF VARIOUS INTELLIGENCE LEVELS	28/56/BASIC
	PREDICTORS, DESCRIPTIONS AND CORRELATES OF BASIC>TRAINING<DELINQUENTS	28/56/BASIC
	RESULTS OF LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE TECHNIQUE FOR ARMY BASIC>TRAINING<COMPANIES	* 28/56/BASIC
	EVALUATION OF FOUR-WEEK AND EIGHT-WEEK BASIC>TRAINING<FOR MEN OF VARIOUS INTELLIGENCE LEVELS	28/56/BASIC
	BASIC>TRAINING<EFFECTIVENESS- INSTRUCTION CENTRALIZATION, CURRICULUM AND ACHIEVEMENT EVALUATION	* 29/57/BASIC
	THE DEVELOPMENT OF A LIST OF MINIMAL TRAINING GOALS FOR BASIC COMBAT>TRAINING<	29/60/BASIC
	THE DEVELOPMENT OF A LIST OF MINIMAL>TRAINING<GOALS FOR BASIC COMBAT TRAINING	29/60/BASIC
	>TRAINING<RESPONSE MODE, TEST FORM, AND MEASURE ON ACQUISITION OF SEMI-ORDERED FACTUAL MATERIALS	* 29/61/BASIC
	SYSTEMATIC ANALYSIS OF ARMY>TRAINING<REQUIREMENTS AS BASIS OF MORE GENERALIZED TRAINING RESEARCH	*177/61/BR-1
	FEASIBILITY OF DEVELOPING TASK CLASSIFICATION STRUCTURE FOR ORDERING>TRAINING<PRINCIPLES & CONTENT	*180/63/BR-8
	A STUDY OF CATEGORY IV PERSONNEL IN BASIC>TRAINING</ REMEDIAL EDUCATION/ MARGINAL PERSONNEL	31/66/CENTR
	PRELIMINARY STUDY OF MOTIVATION AND INCENTIVES IN BASIC COMBAT>TRAINING<	31/68/CENTR
	STUDY OF HUMAN FACTORS IN OPERATION OF NIKE AJAX SYSTEM, PART I:>TRAINING<PROBLEMS & REQUIREMENTS	* 35/58/CLASS
	COLD WEATHER OPERATIONAL>TRAINING<OF INFANTRY FORCES IN THE STRATEGIC ARMY CORPS	36/64/COLDS
	DEVELOPMENT AND EVALUATION OF>TRAINING<METHODS FOR THE RAPID ACQUISITION OF LANGUAGE SKILLS	39/62/CONTA
	THE DEVELOPMENT AND TEST OF A SPECIAL PURPOSE FOREIGN LANGUAGE>TRAINING<CONCEPT	40/67/CONTA
	THE IMPORTANCE OF>TRAINING<REQUIREMENTS INFORMATION IN DESIGN & USE OF AVIATION TRAINING DEVICES	44/63/ECHO
	THE IMPORTANCE OF TRAINING REQUIREMENTS INFORMATION IN DESIGN & USE OF AVIATION>TRAINING<DEVICES	44/63/ECHO
	REDUCTION OF HELICOPTER PILOT ATTRITION THROUGH SYNTHETIC CONTACT FLIGHT>TRAINING</ TRAINING DEVICE	44/65/ECHO
	REDUCTION OF HELICOPTER PILOT ATTRITION THROUGH SYNTHETIC CONTACT FLIGHT TRAINING/>TRAINING<DEVICE	44/65/ECHO
	CHANGES IN FLIGHT TRAINEE PERFORMANCE FOLLOWING SYNTHETIC HELICOPTER FLIGHT>TRAINING<	44/66/ECHO
	HELICOPTER TRAINEE PERFORMANCE FOLLOWING SYNTHETIC FLIGHT>TRAINING<	44/66/ECHO
	HELICOPTER>TRAINING<DEVICES IN SUPPORT OF ARMY AVIATION	44/67/ECHO
	THE CAPTIVE HELICOPTER AS A>TRAINING<DEVICE: EXPERIMENTAL EVALUATION OF A CONCEPT	45/68/ECHO
	INFLIGHT PERFORMANCE AFTER ZERO, TEN, OR TWENTY HOURS OF SYNTHETIC INSTRUMENT FLIGHT>TRAINING<	45/68/ECHO
	CURRENT APPROACHES TO DRIVER SAFETY>TRAINING<	170/65/ES-20
	AN EXPERIMENTAL EVALUATION OF A DRIVER SIMULATOR FOR SAFETY>TRAINING<	170/66/ES-20
	AN EXPERIMENTAL EVALUATION OF A DRIVER SIMULATOR FOR SAFETY>TRAINING</ DRIVER ATTITUDES/ ACCIDENTS	170/66/ES-20
	THE FORMULATION OF>TRAINING<PROBLEMS	172/66/ES-43
	ORDNANCE IFC ELECTRONICS MAINTENANCE - ACTIVITY ANALYSIS, IMPLICATIONS FOR>TRAINING<.PART I-- M-33	* 49/56/FICON
	ORDNANCE IFC ELECTRONICS MAINTENANCE- FIELD ACTIVITY ANALYSIS,>TRAINING<IMPLICATIONS. PART II- T-38	* 49/57/FICON
	OBSERVATIONS OF SEVEN ARMED FORCES SPECIALIZED>TRAINING<SCHOOLS	51/57/FIGHT
	THE TRUMPET SOUNDS--CAN OUR TROOPS BE BATTLEPROOFED?/ STRESS/ COMBAT>TRAINING</ SELECTION OF FIGHTER	58/65/FIGHT
	A CONCEPTUAL MODEL OF BEHAVIOR UNDER STRESS, WITH IMPLICATIONS FOR COMBAT>TRAINING<	58/66/FIGHT
	THE>TRAINING<EFFECTIVENESS OF TABLE VII OF THE TANK GUNNERY QUALIFICATION COURSE	59/59/FIREP
	TRNG FOR SIMULATORS OF REMOTE CONTROL HUMAN-GUIDED MISSILE SYSTEMS--3 ATGM GUNNER>TRNG<PROGRAMS (U)	* 60/62/FIREP
	>TRNG<FOR SIMULATORS OF REMOTE CONTROL HUMAN-GUIDED MISSILE SYSTEMS--3 ATGM GUNNER TRNG PROGRAMS (U)	* 60/62/FIREP
	THE EFFECTS OF SCHEDULES OF COLLECTIVE REINFORCEMENT ON A CLASS DURING>TRAINING<IN TARGET DETECTION	* 59/62/FIREP
	RELATIVE USEFULNESS OF ACTIVE PARTICIPATION & VERBAL DESCRIPTION TECHNIQUES, TARGET DETECTION>TRNG<	* 59/62/FIREP
	PARTIAL POINT-OUT OF TARGETS AS COLLECTIVE REINFORCEMENT IN GROUP TARGET DETECTION>TRAINING<	* 60/62/FIREP
	>TRNG<FOR SIMULATORS OF REMOTE CONTROL HUMAN-GUIDED MISSILE SYSTEMS--COMPONENT AND TOTAL SKILL EXER.	* 60/62/FIREP
	GROUP>TRAINING<WITH ACTIVE PARTICIPATION- SOME METHODOLOGICAL LIMITATIONS	60/63/FIREP
	DETERMINING>TRNG<REQUIREMENTS FOR ELECTRONIC SYSTEM MAINT.- NEW METHOD OF SKILL, KNOWLEDGE ANALYSIS	* 62/60/FOREC
	FORECAST SYSTEMS ANALYSIS AND>TRAINING<METHODS FOR ELECTRONICS MAINTENANCE TRAINING	64/64/FOREC
	FORECAST SYSTEMS ANALYSIS AND TRAINING METHODS FOR ELECTRONICS MAINTENANCE>TRAINING<	64/64/FOREC
	COLLECTED PAPERS UNDER WORK UNIT FORECAST: METHOD OF>TRAINING<FOR ELECTRONIC WEAPON SYSTEMS	64/68/FOREC
	A SURVEY OF THE BASIC AIRBORNE>TRAINING<COURSE AT FORT BENNING, GEORGIA	190/55/GENRL
	ANNOTATED BIBLIOGRAPHY OF RESEARCH STUDIES IN AVIATION MECHANICAL MAINTENANCE>TRAINING<	190/57/GENRL
	AN ANNOTATED BIBLIOGRAPHY OF RESEARCH ON>TRAINING<AIDS AND TRAINING DEVICES	191/57/GENRL
	RESEARCH IN ARMY>TRAINING<: PRESENT AND FUTURE	191/58/GENRL
	TOWARD BETTER ARMOR>TRAINING<MANAGEMENT	191/59/GENRL
	THE SCIENCE OF>TRAINING<SOLDIERS	192/59/GENRL
	>TRAINING<METHODOLOGY AND TRAINING RESEARCH: THEIR APPLICATION IN DEVELOPMENT OF TRAINING PROGRAMS	*192/59/GENRL
	A CONCEPTUAL APPROACH TO>TRAINING<RESEARCH	192/59/GENRL
	HUMRRO PRESENTATIONS TO THIRD MEETING OF NIKE ZEUS>TRAINING<PANEL, ORDNANCE GUIDED MISSILE SCHOOL	192/59/GENRL
	THE USE OF PART-TASK TRAINERS AND OPERATIONAL EQUIPMENT AS>TRAINING<DEVICES	192/59/GENRL
	SOME PROBLEMS IN THE DESCRIPTION OF JOBS FOR ELECTRONIC MAINTENANCE>TRAINING<	191/59/GENRL
	RESEARCH AND DEVELOPMENT IN>TRAINING<AND EDUCATION	192/59/GENRL
	THE ROLE OF MEDIA IN EDUCATION AND>TRAINING<	192/59/GENRL
	TRAINING METHODOLOGY AND TRAINING RESEARCH: THEIR APPLICATION IN DEVELOPMENT OF>TRAINING<PROGRAMS	*192/59/GENRL
	THE CONCEPT OF A TECHNOLOGY OF>TRAINING<	192/60/GENRL
	RCAF EXPERIENCE WITH THE>TRAINING<OF NATO AIRCREW	193/60/GENRL
	THE UTILIZATION OF MASTER'S LEVEL PERSONNEL IN MILITARY>TRAINING<RESEARCH	192/60/GENRL
	SCALES AND STANDARDS FOR MILITARY>TRAINING<RESEARCH	193/60/GENRL
	SOME RELATIONSHIPS BETWEEN>TRAINING<RESEARCH AND HUMAN ENGINEERING IN THE DESIGN OF WEAPON SYSTEMS	193/60/GENRL
	LET'S TAKE A LOOK AT AVIATION>TRAINING<RESEARCH	195/61/GENRL
	HOW FAR SHOULD>TRAINING<BE AUTOMATED	194/61/GENRL

TRAINING

SCIENCE AND ARMY>TRAINING<: WHAT HUMRRO RESEARCHERS ARE DOING/ 1961	194/61/GENRL
CONCEPTS OF>TRAINING<	195/62/GENRL
SOME CONTRIBUTIONS OF>TRAINING<RESEARCH TO THE PERSONNEL SYSTEMS CONCEPT	195/62/GENRL
THE ENGINEERING OF>TRAINING<	196/62/GENRL
>TRAINING<FOR PERFORMANCE UNDER STRESS	195/62/GENRL
IDENTIFYING>TRAINING<NEEDS AND TRANSLATING THEM INTO RESEARCH REQUIREMENTS	195/62/GENRL
>TRAINING<RESEARCH UTILIZING MAN COMPUTER INTERACTIONS: PROMISE AND REALITY	197/63/GENRL
THE EVALUATION OF SYSTEMS-ANALYTIC>TRAINING<PROGRAMS	197/63/GENRL
PROGRAMMED INSTRUCTION AND THE TECHNOLOGY OF>TRAINING<	196/63/GENRL
>TRAINING<RESEARCH IN THE UNITED STATES ARMY	196/63/GENRL
AN ANNOTATED BIBLIOGRAPHY ON THE DETERMINATION OF>TRAINING<OBJECTIVES	198/64/GENRL
AN ANNOTATED BIBLIOGRAPHY ON PROFICIENCY MEASUREMENT FOR>TRAINING<QUALITY CONTROL	198/64/GENRL
>TRAINING<ORIENTED HUMAN FACTORS ENGINEERING OF ARMY AIRCRAFT	199/64/GENRL
LEARNING THEORY AND RESEARCH PARADIGMS APPLIED TO>TRAINING<RESEARCH: SOME DISSONANCES	198/64/GENRL
THE DEVELOPMENT OF>TRAINING<OBJECTIVES	198/64/GENRL
PSYCHOLOGICAL RESEARCH IN ELECTRONICS MAINTENANCE>TRAINING<	200/65/GENRL
THE APPLICATION OF PROGRAMED INSTRUCTION TO FOREIGN LANGUAGE AND LITERACY>TRAINING<	199/65/GENRL
CONTROLLING THE QUALITY OF>TRAINING<	200/65/GENRL
>TRAINING<MODELS	202/66/GENRL
LEARNING TO LEAD/ LEADERSHIP>TRAINING<	201/66/GENRL
>TRAINING<FOR MODERN COMBAT OPERATIONS	201/66/GENRL
MODELS OF AND FOR>TRAINING<	201/66/GENRL
>TRAINING<THE EDITOR: SKILLS ARE NOT ENOUGH	204/67/GENRL
INDIVIDUAL AND SMALL-UNIT>TRAINING<FOR COMBAT OPERATIONS	203/67/GENRL
>TRAINING<RESEARCH FOR THE ARMY	204/67/GENRL
SIMULATION IN>TRAINING<AND EDUCATION	204/67/GENRL
FROM RESEARCH TO PRACTICE IN ELECTRONICS MAINTENANCE>TRAINING<	205/68/GENRL
GUIDELINES FOR MANPOWER>TRAINING<AS DEVELOPED BY HUMRRO	*205/68/GENRL
THE EFFECT OF INCREASED SUBCALIBER SUBSTITUTION>TRAINING<ON 90MM GUNNERY PROFICIENCY	65/55/GUNNE
THE EFFECT OF MOCK TOWER HEIGHT IN AIRBORNE>TRAINING<	67/56/HILO
A SUMMARY OF PRIOR RESEARCH ON INTEGRATED CONTACT/INSTRUMENT FLIGHT>TRAINING<	70/58/INTAC
INTACT- INTEGRATED INSTRUMENT CONTACT PRIMARY FLIGHT>TRAINING<	70/60/INTAC
DEVELOPMENT OF>TRNG<FOR 1ST ENLISTMENT PERSONNEL IN ELECTRONICS MAINTENANCE MOS'S: PARTS II, III, IV	* 72/60/JOBTR
PART II--HOW TO ANALYZE PERFORMANCE OBJECTIVES TO DETERMINE>TRAINING<CONTENT	* 72/60/JOBTR
PART IV--HOW TO DESIGN>TRAINING<METHODS AND MATERIALS	* 72/60/JOBTR
DEVELOPMENT OF TRAINING PROGRAMS FOR 1ST ENLISTMENT REPAIRMEN- I. HOW TO DEFINE>TRAINING<OBJECTIVES	* 72/60/JOBTR
DEVELOPMENT OF>TRAINING<PROGRAMS FOR 1ST ENLISTMENT REPAIRMEN- I. HOW TO DEFINE TRAINING OBJECTIVES	* 72/60/JOBTR
LET'S TAKE A LOOK AT QUALITY CONTROL IN HELICOPTER>TRAINING<	76/61/LIFT
IMPROVING FLIGHT PROFICIENCY EVALUATION IN ARMY HELICOPTER PILOT>TRAINING<	77/62/LIFT
A SYSTEM OF FLIGHT TRAINING QUALITY CONTROL AND ITS APPLICATION TO HELICOPTER>TRAINING<	77/63/LIFT
A SYSTEM OF FLIGHT>TRAINING<QUALITY CONTROL AND ITS APPLICATION TO HELICOPTER TRAINING	77/63/LIFT
PPDR HANDBOOK: USE OF PILOT PERFORMANCE DESCRIPTION RECORD IN FLIGHT>TRAINING<QUALITY CONTROL	77/63/LIFT
A QUALITY CONTROL PROGRAM APPLIED TO HELICOPTER>TRAINING<	77/63/LIFT
FLIGHT>TRAINING<QUALITY CONTROL	77/64/LIFT
COLLECTED PAPERS PREPARED UNDER WORK UNIT LIFT: ARMY AVIATION HELICOPTER PILOT>TRAINING<	* 78/68/LIFT
THE EFFECTIVENESS OF DIFFERENT>TRAINING<METHODS IN SCHOOL SITUATIONS	79/55/LIMIT
USARADCOM INTEGRATED FIRE CONTROL>TRAINING<GUIDE/ IFC	80/57/LOCKO
THE DEVELOPMENT AND EVALUATION OF ON-SITE>TRAINING<FOR NIKE INTEGRATED FIRE CONTROL OPERATORS	80/58/LOCKO
ON-SITE>TRAINING<OF GUIDED MISSILE OPERATORS	80/60/LOCKO
ON-SITE>TRAINING<OF GUIDED MISSILE OPERATORS- EVALUATION MATERIALS	80/60/LOCKO
LET'S TAKE A LOOK AT NEW PROJECT: TASK LOWENTRY/ NAVIGATION>TRAINING<	81/61/LOWEN
THE EFFECT OF>TRAINING<ON ACCURACY OF ANGLE ESTIMATION	81/64/LOWEN
THE EFFECT OF>TRAINING<ON ACCURACY OF ANGLE ESTIMATION/ AERIAL NAVIGATION TRAINING/ MAP READING	81/65/LOWEN
MAINTENANCE PERSONNEL AND>TRAINING<RESEARCH- A BIBLIOGRAPHY	83/58/MAINT
CURRENT PRACTICES IN ELECTRONICS>TRAINING<IN INDUSTRY	83/60/MAINT
A SHORT VIETNAMESE LANGUAGE PROGRAM:>TRAINING<COURSE AND RESEARCH VEHICLE	85/65/MALT
SOME PSYCHOLOGICAL ASPECTS IN FOREIGN LANGUAGE>TRAINING<	85/65/MALT
THE DESIGN OF CROSS-CULTURAL>TRAINING<FOR MILITARY ADVISORS	87/66/MAP
>TRAINING<BASIC COMBAT SOLDIERS IN THE CRITICAL SKILLS OF MAP USING	88/55/MAPUS
ORGANIZING THE PRESENTATION OF CONCEPTS IN EDUCATION AND>TRAINING<- THE LATTICE TECHNIQUE	90/62/METHO
THE EFFECT OF FUEL CONSERVATION>TRAINING<ON M-48 TANK GASOLINE CONSUMPTION	93/55/MOBIL
MOONLIGHT II->TRAINING<THE INFANTRY SOLDIER TO FIRE THE M1 RIFLE AT NIGHT	94/54/MOONL
MOONLIGHT IV- >TRAINING<THE RIFLE SQUAD IN NIGHT TECHNIQUE OF FIRE	94/55/MOONL
EXPERIMENTAL>TRAINING<IN NIGHT TECHNIQUE OF FIRE AND SQUAD TACTICS	94/59/MOONL
RESEARCH ON THE>TRAINING<OF NONCOMMISSIONED OFFICERS. PROGRESS REPORT- NCO I	97/60/NCO
THE DESIGN FOR A PARAMETRIC STUDY OF A LEADERSHIP>TRAINING<SYSTEM	97/61/NCO
TASK NCO- A REPORT ON SOME ARMY RESEARCH IN THE LEADERSHIP>TRAINING<AREA	97/61/NCO
INTEGRATED AND INFORMAL LEADERSHIP>TRAINING<AND FUNDAMENTAL LEADERSHIP SKILLS STUDY AREAS OF NCO II	* 98/63/NCO
THE EFFECT ON>TRAINING<AND EVALUATION OF REVIEW FOR PROFICIENCY TESTING	98/64/NCO
RESEARCH ON THE>TRAINING<OF NONCOMMISSIONED OFFICERS, A SUMMARY REPORT OF PILOT STUDIES/ LEADERSHIP	98/65/NCO
AUTOMATION OF A PORTION OF NCO LEADERSHIP PREPARATION>TRAINING<	99/66/NCO
EVALUATION OF THREE EXPERIMENTAL SYSTEMS FOR NONCOMMISSIONED OFFICER>TRAINING<	100/67/NCO
PRELIMINARY ASSESSMENT OF THREE NCO LEADERSHIP PREPARATION>TRAINING<SYSTEMS	99/67/NCO
ORDNANCE NIKE DETACHMENT ELECTRONICS MAINT. PERSONNEL- ANALYSIS OF ACTIVITIES,>TRNG<IMPLICATIONS	*101/57/NICOR
PROGRESS REPORT ON TASK NICORD/ ORDNANCE GUIDED MISSILE MAINTENANCE/>TRAINING<	101/62/NICOR
IDENTIFICATION OF ELECTRONICS MAINTENANCE>TRAINING<REQUIREMENTS	*101/64/NICOR
>TRAINING<RESEARCH ON LOW ALTITUDE VISUAL AERIAL OBSERVATION- DESCRIPTION OF FIVE FIELD EXPERIMENTS	*102/62/OBSER
>TRAINING<MATERIALS FOR AERIAL OBSERVER INSTRUCTION IN BASIC VISUAL SKILLS	103/62/OBSER
AUTOMATED EDUCATION IN THE>TRAINING<OF LOW ALTITUDE AERIAL OBSERVERS	103/64/OBSER
>TRAINING<LEADERS WITH SOUND FILMS AND DISSCUSSION GROUP TECHNIQUES	106/55/OFFTR
FILMS AND GROUP DISCUSSIONS AS A MEANS OF>TRAINING<LEADERS	106/56/OFFTR
PLATTRAIN- PREMISES AND>TRAINING<IMPLICATIONS FOR IMPROVING TACTICAL PROFICIENCY OF RIFLE PLATOONS	*111/59/PLATT
DEVELOPMENT OF PROFICIENCY TESTS FOR BASIC COMBAT AND LIGHT INFANTRY>TRAINING<	113/55/PROFI
PSYCHOLOGICAL WARFARE JOB REQUIREMENTS &>TRAINING<- EVAL OF PSYCHOLOGICAL WARFARE SCHOOL CURRICULUM	*115/56/PSYJO
THE AAFCS M-33 MECHANIC- ANALYSIS OF FIELD ACTIVITIES AND PROBLEMS WITH IMPLICATIONS FOR>TRAINING<	117/54/RADAR
AAFCS M-33 OPERATOR- ANALYSIS OF FIELD ACTIVITIES AND PROBLEMS WITH IMPLICATIONS FOR>TRAINING<	*117/55/RADAR
DIAGNOSIS AND TREATMENT OF AN ARMY ELECTRONICS>TRAINING<COURSE/ JOB ANALYSIS/ CRITERION TEST	118/57/RADAR
COLLECTED PAPERS PREPARED UNDER WORK UNIT RADAR:>TRAINING<RADAR OPERATORS & MAINTENANCE PERSONNEL	119/68/RADAR
THE>TRAINING<EFFECTIVENESS OF A STEREOSCOPIC RANGE-FINDER TRAINER/ OROPT-TI	120/54/RADEV
A STUDY OF>TRAINING<OF STEREOSCOPIC RANGE FINDER OPERATORS FOR ARMOR (U)	122/57/RANGE
AN EVALUATION OF A BASIC EDUCATION PROGRAM IN THE ARMY/ APTITUDE/>TRAINING<	122/55/READ
A SURVEY OF PROBLEMS IN THE TACTICAL>TRAINING<OF ARMORED CAVALRY PLATOONS	123/63/RECON
MODERN APPROACHES TO FOREIGN LANGUAGE>TRAINING<: A SURVEY OF CURRENT PRACTICES	124/67/REFIL
A PRELIMINARY>TRAINING<STUDY OF THE H-34 COCKPIT-PROCEDURES TRAINER	125/60/REFLE
ACTIVITIES OF FIELD RADIO REPAIR PERSONNEL WITH IMPLICATIONS FOR>TRAINING<	127/58/REPAI
THE IMPLEMENTATION OF FUNCTIONAL CONTEXT>TRAINING<IN A RADIO REPAIRMAN COURSE	127/59/REPAI
COMBAT SUBJECTS, PROFICIENCY LEVELS ESSENTIAL TO 1962>TRAINING<, LIGHT WEAPON INFANTRYMAN, MOS 111.0	*129/58/RIFLE
INFANTRY COMBAT>TRAINING<	129/62/RIFLE
EVAL OF LIGHT WEAPONS INFANTRYMEN, MOS 111.0, GRADUATES OF ADVANCED INDIVIDUAL>TRNG<COURSE ATP [illegible]-17	*129/62/RIFLE
THE QUICK OR DEAD/ RIFLE COMBAT MARKSMANSHIP>TRAINING<	129/63/RIFLE
A CASE STUDY OF THE DEVELOPMENT OF AN INDIVIDUAL COMBAT>TRAINING<PROGRAM	130/66/RIFLE
FUNCTIONAL AND APPEARANCE FIDELITY OF>TRAINING<DEVICES FOR FIXED-PROCEDURES TASKS	131/65/RINGE
THE FOUNDATION FOR LEADER>TRAINING<	132/66/ROCOM
>TRAINING<REQUIREMENTS FOR THE GENERAL MILITARY SCIENCE CURRICULUM OF THE ARMY ROTC PROGRAM	132/67/ROCOM
A REVIEW OF THE ANALYSIS OF VISUAL DISCRIMINATION IN HELICOPTER CONTROL/ PILOT>TRAINING</ SIMULATION	133/66/ROTOR
PROFICIENCY TESTING- A TOOL FOR>TRAINING<MANAGEMENT	134/59/SAMOF
THE ADVENT OF THE KYLCYSTICS/ TEAM APPROACH TO>TRAINING<PROBLEMS	134/59/SAMOF

TRAINING	OFFICER>TRAINING<RESEARCH AND ITS IMPLICATIONS FOR EXECUTIVE TRAINING	135/61/SAMOF
	OFFICER TRAINING RESEARCH AND ITS IMPLICATIONS FOR EXECUTIVE>TRAINING<	135/61/SAMOF
	MANUAL OF PROCEDURES FOR DERIVING>TRAINING<OBJECTIVES FOR JUNIOR OFFICERS	135/64/SAMOF
	DEVELOPMENT OF TECHNICAL>TRAINING<MATERIALS FOR NIKE HERCULES JUNIOR OFFICER/ PROGRAMED INSTRUCTION	136/66/SAMOF
	DEVELOPMENT OF PROCEDURES FOR DERIVING>TRAINING<OBJECTIVES FOR JUNIOR OFFICER JOBS	135/66/SAMOF
	THE EFFECTS OF INCREASING AND DECREASING>TRAINING<TIME ON PROFICIENCY IN THE CRITICAL ARMOR SKILLS	138/59/SHOCK
	TANK COMMANDER>TRAINING<IN THE RESERVE COMPONENTS	139/59/SHOCK
	AN IMPROVED ADVANCED INDIVIDUAL>TRAINING<PROGRAM FOR ARMOR	139/59/SHOCK
	STUDIES ON>TRAINING<GROUND OBSERVERS TO ESTIMATE RANGE TO AERIAL TARGETS	140/68/SKYFI
	COUNTERINSURGENCY>TRAINING<- A SELECTED SUBJECT BIBLIOGRAPHY	141/62/SPECI
	DIFFERENTIAL APPROACHES TO>TRAINING</ INDIVIDUAL	142/67/SPECT
	TACTICAL>TRAINING<OF THE INFANTRY RIFLE SQUAD	144/55/SQUAD
	STUDIES DURING PROJECT STALK: III- SELECTION AND>TRAINING<OF STEREOSCOPIC RANGE FINDER OPERATORS (U)	*144/55/SQUAD
	A CLASSROOM METHOD OF>TRAINING<AIRCRAFT RECOGNITION	145/68/STAR
	PROJECTED MANPOWER NEEDS, AND>TRAINING<REQUIREMENTS FOR OPERATORS & USERS OF FUTURE STINFO SYSTEMS	*145/66/STINT
	RETENTION OF MILITARY SKILLS ACQUIRED IN BASIC COMBAT>TRAINING<	146/67/STRAN
	PROVISIONAL CORE CURRICULUM, INFANTRY NIGHT OPERATION>TRAINING<- CONCEPTUALIZATION, PROPOSED CONTENT	*147/60/S[illegible]ING
	IMPROVING TACTICAL>TRAINING<FOR TANK COMMANDERS- TEST DEVELOPMENT AND PERFORMANCE ASSESSMENT	148/63/TA[illegible]
	AN ANALYSIS OF THE REDEYE SYSTEM WITH SOME SUGGESTIONS FOR>TRAINING<(U)	185/61/TA[illegible]
	SOME RESEARCH NEEDS IN SELECTING AND>TRAINING<PROGRAMMERS	149/61/TEXTR
	MILITARY CONTROL - A FREQUENTLY MISSED>TRAINING<OPPORTUNITY	149/61/TEXTR
	STUDIES OF FIXED PROCEDURES>TRAINING<- A PRELIMINARY TEST OF A SELF-INSTRUCTIONAL METHOD	149/63/TEXTR
	THE>TRAINING<EFFECTIVENESS OF THE TRACK AND SUSPENSION TRAINER, DEVICE 29-FA-61	151/54/TRACK
	APPLICATION OF A METHOD OF EVALUATING>TRAINING<	152/62/TRADE
	APPLICATION OF A METHOD OF EVALUATING>TRAINING<	152/64/TRADE
	THE>TRAINING<EFFECTIVENESS OF A TANK HULL TRAINER	152/54/TRAIN
	REALISTIC TARGETS FOR THE>TRAINING<AND TESTING OF COMBAT RIFLEMEN	153/55/TRANF
	THE TRAINFIRE MARKSMANSHIP>TRAINING<	153/56/TRANF
	SHOOT FAST AND STRAIGHT/ RIFLE MARKSMANSHIP>TRAINING<	153/57/TRANF
	OPERATION TRAINFIRE- A NEW IDEA IN TROOP>TRAINING</ MARKSMANSHIP	154/58/TRANF
	IMPROVED SILHOUETTE TARGETS FOR MARKSMANSHIP>TRAINING<	154/58/TRANF
	TELEVISION IN ARMY>TRAINING<- EVALUATION OF TELEVISION IN ARMY BASIC TRAINING	156/54/TV
	STRUCTURES,>TRAINING<PROCEDURES, AND OPERATIONS OF SMALL WORK GROUPS	157/65/UNIFE
	>TRAINING<FOR COORDINATION WITHIN RIFLE SQUADS	157/66/UNIFE
	RADIO-CONTROLLED TANKS FOR REALISTIC COMBAT>TRAINING<	159/60/UNIT
	A SURVEY OF PROBLEMS IN THE TACTICAL>TRAINING<OF ARMOR UNITS (U)	159/61/UNIT
	DEVELOPMENT AND EVALUATION OF SYSTEMS FOR THE CONDUCT OF TACTICAL>TRAINING<AT THE TANK PLATOON LEVEL	159/64/UNIT
	ANTICIPATING>TRAINING<REQUIREMENTS FOR FUTURE WEAPON SYSTEMS	160/60/UPSTR
	SOME PROBLEMS IN PREDICTING>TRAINING<REQUIREMENTS FOR FUTURE WEAPON SYSTEMS	160/60/UPSTR
	THE PREDICTION OF>TRAINING<REQUIREMENTS FOR FUTURE WEAPON SYSTEMS	160/61/UPSTR
	THE PREDICTION OF>TRAINING<REQUIREMENTS FOR FUTURE WEAPON SYSTEMS	160/62/UPSTR
	PREDICTION OF>TRAINING<REQUIREMENTS FOR FUTURE WEAPON SYSTEMS: PERSONNEL SUPPORT SYSTEM R&D PROCESS	*160/63/UPSTR
	RADAR TRACKING ACCURACY AS A FUNCTION OF>TRAINING<AND TASK VARIABLES	161/61/VIGIL
	RADAR TARGET DETECTION AS INFLUENCED BY EXPERIENCE AND>TRAINING<	164/64/VIGIL
	A COMPARISON BETWEEN VOLUNTEERS WHO SUCCESSFULLY COMPLETE AIRBORNE>TRAINING<AND THOSE WHO FAIL	*166/54/VOLAI
	RELATION BETWEEN RIFLE STEADINESS & MARKSMANSHIP, EFFECT OF RIFLE>TRAINING<ON RIFLE STEADINESS	*167/54/WHOLE
	A COMPARISON OF WHOLE VERSUS PART METHODS OF MARKSMANSHIP>TRAINING<	167/54/WHOLE
	CHANGES IN STUDENT MOTIVATION AT AN ARMY TECHNICAL>TRAINING<SCHOOL	168/55/WIGWA
TRANSFER	THE EFFECT OF UNIDIRECTIONAL PRIMARY WORD ASSOCIATIONS ON A-B, C-A PAIRED-ASSOCIATE>TRANSFER<	180/67/BR-8
	PAIRED-ASSOCIATE>TRANSFER<FOR THE A-B, C-A AND THE A-B, B-C PARADIGMS	180/67/BR-8
	PAIRED-ASSOCIATE>TRANSFER<BETWEEN CVCS FOR A-B, C-A & A-B, B-C PARADIGMS AFTER LOW LIST I LEARNING	*180/67/BR-8
	PAIRED-ASSOCIATE>TRANSFER<AS A FUNCTION OF ABILITY LEVEL IN THE A-B, C-A AND A-B, B-C PARADIGMS	181/68/BR-8
	THE EFFECTS OF PAIRING, REST INTERVALS, SIGNAL RATE, &>TRANSFER<CONDITIONS ON VIGILANCE PERFORMANCE	*162/62/VIGIL
TRANSFORMATIONS	RESPONSES TO>TRANSFORMATIONS<: REMEMBERING AND UNDERSTANDING	195/61/GENRL
TRANSITION	>TRANSITION<FROM CIVILIAN TO ARMY LIFE	16/54/ADCIV
TRANSMITTER	SNAP PROGRAMING- TROUBLESHOOTING THE IMPROVED NIKE HERCULES HIPAR>TRANSMITTER<	63/64/FOREC
TRANSMITTER-RECEI	RECORDS OF FIELD RADIO RPRMEN, I ->TRANSMITTER-RECEIVER<RT-66, 67, 68, COMPONENTS OF STAND. FM SETS	*126/56/REPAI
TRANSMITTERS	RECORDS FIELD RADIO RPRMEN, III- FM>TRANSMITTERS<, RECEIVERS & MANPACKED SETS EXCEPT STANDARD FM SET	*126/56/REPAI
	REPAIR RECORDS OF FIELD RADIO REPAIRMEN, IV - AM>TRANSMITTERS<& RECEIVERS AND ASSOCIATED COMPONENTS	*126/56/REPAI
TREATMENT	DIAGNOSIS AND>TREATMENT<OF AN ARMY ELECTRONICS TRAINING COURSE/ JOB ANALYSIS/ CRITERION TEST	118/57/RADAR
TRIGGER-SQUEEZE	EVALUATION OF A SPECIAL LIVE-FIRING>TRIGGER-SQUEEZE<EXERCISE	156/54/TRIGG
TROOP	DESERT ROCK I- A PSYCHOLOGICAL STUDY OF>TROOP<REACTIONS TO AN ATOMIC EXPLOSION- DATA ON ATTRITION	* 42/53/DR-I
	DESERT ROCK I- A PSYCHOLOGICAL STUDY OF>TROOP<REACTIONS TO AN ATOMIC EXPLOSION	42/53/DR-I
	DESERT ROCK V- REACTIONS,>TROOP<PARTICIPANTS, FORWARD VOLUNTEER OFFICER GROUPS TO ATOMIC EXERCISES	* 43/53/DR-V
	AN ANALYSIS OF THE M48>TROOP<TEST FIRING DATA (U)	65/55/GUNNE
	OPERATION TRAINFIRE- A NEW IDEA IN>TROOP<TRAINING/ MARKSMANSHIP	154/58/TRANF
TROOPS	CHARACTERISTICS OF>TROOPS<WITH VARYING LEVELS OF INFORMATION ABOUT ATOMIC EFFECTS-DESERT ROCK IV	42/53/DR-IV
	THE TRUMPET SOUNDS--CAN OUR>TROOPS<BE BATTLEPROOFED?/ STRESS/ COMBAT TRAINING/ SELECTION OF FIGHTER	58/65/FIGHT
TROUBLE	SOME PROBLEMS IN THE ANALYSIS OF>TROUBLE<SHOOTING BEHAVIOR	83/59/MAINT
	AN ANALYSIS OF PROBLEM SOLVING FOR USE IN>TROUBLE<SHOOTING RESEARCH	118/55/RADAR
	A PERFORMANCE TEST FOR THE AAFCS M-33 RADAR MECHANIC AND OBSERVATIONS ON>TROUBLE<SHOOTING BEHAVIOR	117/55/RADAR
TROUBLES	>TROUBLES<REPORTED BY ELECTRONICS REPAIR PERSONNEL IN NIKE ORDNANCE DETACHMENTS	101/57/NICOR
TROUBLESHOOTING	USING CUES & RESPONSES TO TRANSLATE LOGICAL INTO PRACTICAL>TROUBLESHOOTING</ ELECTRONICS MAINT.	* 63/61/FOREC
	SNAP PROGRAMING->TROUBLESHOOTING<THE IMPROVED NIKE HERCULES HIPAR TRANSMITTER	63/64/FOREC
	THE IMPROVEMENT OF>TROUBLESHOOTING<PROFICIENCY THROUGH IMPROVED MAINTENANCE MANUALS	84/61/MAINT
	AN ANNOTATED BIBLIOGRAPHY ON THE>TROUBLESHOOTING<OF ELECTRONIC EQUIPMENT	84/62/MAINT
	PREPARATION OF MAINTRAIN>TROUBLESHOOTING<MANUALS	84/64/MAINT
	THE DEVELOPMENT AND EVALUATION OF AN IMPROVED ELECTRONICS>TROUBLESHOOTING<MANUAL	84/65/MAINT
TURRET	THE DEVELOPMENT OF PERFORMANCE CRITERIA FOR>TURRET<MECHANICS	93/61/MOBIL
UNAIDED	REQUIREMENTS FOR RESEARCH ON USES OF THE>UNAIDED<EYE IN THE COLLECTION OF BATTLEFIELD INFORMATION	102/61/OBSER
UNC	KOJE-DO COMPLICATIONS: SOCIAL, POLITICAL ORGANIZATION OF KOREAN POWS IN>UNC<POW CAMPS, 1950-51 (U)	*150/55/TICK
UNCERTAINTY	EFFECTS OF>UNCERTAINTY<ABOUT ORIGINAL ENLISTMENT ON REPORTED CHANGE IN OPINION TOWARD THE ARMY	30/61/CAREE
UNCONVENTIONAL	>UNCONVENTIONAL<WARFARE- AN ANNOTATED BIBLIOGRAPHY OF PAPERBACK BOOKS	141/62/SPECI
UNDER	ABSOLUTE IDENTIFICATION OF MUNSELL HUES>UNDER<RED ILLUMINATION	23/61/ARMRN
UNDERSTANDING	RESPONSES TO TRANSFORMATIONS: REMEMBERING AND>UNDERSTANDING<	195/61/GENRL
UNIDIRECTIONAL	THE EFFECT OF>UNIDIRECTIONAL<PRIMARY WORD ASSOCIATIONS ON A-B, C-A PAIRED-ASSOCIATE TRANSFER	180/67/BR-8
UNIT	LEADERSHIP AT SMALL>UNIT<LEVEL	108/65/OFFTR
	A SURVEY OF OPINIONS ABOUT THE>UNIT<ROTATION PLAN (OPERATION GYROSCOPE)	158/55/UNIRO
	SOURCES OF VARIABILITY IN MISSILE>UNIT<EVALUATIONS/ OPERATIONAL READINESS TESTS/ UNIT PROFICIENCY	165/66/VIGIL
	SOURCES OF VARIABILITY IN MISSILE UNIT EVALUATIONS/ OPERATIONAL READINESS TESTS/>UNIT<PROFICIENCY	165/66/VIGIL
UNITS	HUMAN FACTORS IN THE OPERATION OF U.S. MILITARY>UNITS<AUGMENTED WITH INDIGENOUS TROOPS	172/67/ES-40
	INCIDENTAL OBSERVATIONS GATHERED DURING RESEARCH IN COMBAT>UNITS<	50/53/FIGHT
	LEADERSHIP IN SMALL MILITARY>UNITS<- SOME RESEARCH FINDINGS	107/62/OFFTR
	LEADERSHIP IN SMALL MILITARY>UNITS<	108/67/OFFTR
UNSATISFACTORY	COURSE ACHIEVEMENT OF STUDENTS WITH>UNSATISFACTORY<ACADEMIC AVERAGES IN BASIC ELECTRONICS/ APTITUDE	119/58/RADAR
UNSUCCESSFUL	SOME FACTORS THAT HAVE CONTRIBUTED TO SUCCESSFUL,>UNSUCCESSFUL<AMERICAN INFANTRY SMALL-UNIT ACTIONS	*111/59/PLATT
URINARY	BLOOD AND>URINARY<RESPONSES OF MAN TO AN ORDERED SERIES OF REALISTICALLY STRESSFUL SITUATIONS	56/61/FIGHT
	>URINARY<RESPONSES TO PSYCHOLOGICAL STRESSES	57/62/FIGHT
USE	THE IMPORTANCE OF TRAINING REQUIREMENTS INFORMATION IN DESIGN &>USE<OF AVIATION TRAINING DEVICES	44/63/ECHO
USERS	PROJECTED MANPOWER NEEDS, AND TRAINING REQUIREMENTS FOR OPERATORS &>USERS<OF FUTURE STINFO SYSTEMS	*145/66/STINT
USES	REQUIREMENTS FOR RESEARCH ON>USES<OF THE UNAIDED EYE IN THE COLLECTION OF BATTLEFIELD INFORMATION	102/61/OBSER
USING	DERIVING, SPECIFYING, AND>USING<INSTRUCTIONAL OBJECTIVES	69/66/INGO
UTILITY	THE>UTILITY<OF DATA FROM FIELD PERFORMANCE MEASUREMENT	202/66/GENRL
UTILIZATION	THE>UTILIZATION<OF MASTER'S LEVEL PERSONNEL IN MILITARY TRAINING RESEARCH	192/60/GENRL
	FACTORS INFLUENCING>UTILIZATION<RESEARCH FINDINGS IN INSTITUTIONAL CHANGE/ RESEARCH IMPLEMENTATION	*201/66/GENRL
	>UTILIZATION<OF BEHAVIORAL SCIENCE RESEARCH IN A LARGE, OPERATIONAL SYSTEM	205/68/GENRL
VALIDATION	THE CONSTRUCTION,>VALIDATION<AND APPLICATION OF A SUBJECTIVE STRESS SCALE	53/58/FIGHT

VALIDITY	>VALIDITY<OF 2 TYPES STRESS-SENSITIVE MEASURES IN MILITARY FIELD STUDIES: EXPERIMENT AND DISCUSSION	* 54/59/FIGHT
	>VALIDITY<AND RELIABILITY OF CERTAIN INDICATORS OF PSYCHOLOGICAL STRESS	56/60/FIGHT
	>VALIDITY<AND RELIABILITY OF CERTAIN MEASURES OF PSYCHOLOGICAL STRESS	57/62/FIGHT
	THE CONTENT>VALIDITY<OF INSTRUCTIONAL OBJECTIVES/ JOB ANALYSIS	69/66/INGO
VARIABLES	THE PRIMARY>VARIABLES<IN DIRECTED CROSS-CULTURAL CHANGE	33/64/CIVIC
	A METHOD OF WIDE APPLICABILITY FOR TESTING HYPOTHESES ABOUT THE STRUCTURE OF QUALITATIVE>VARIABLES<	191/57/GENRL
	SITUATION AND PERSONAL>VARIABLES<IN AWOL BEHAVIOR	146/53/STIR
VARIANCE	ANALYSIS OF>VARIANCE<DESIGNS WITH DISPROPORTIONATE SUBCLASS NUMBERS	189/53/GENRL
VARIATIONS	EFFECTIVENESS OF>VARIATIONS<IN CODE PRACTICE/ MOTIVATION/ MONOTONY	120/58/RADOP
VARIETY	ERROR RATE &>VARIETY<OF CONTEXTS: FACTORS IN TEACHING PROBLEM SOLVING VIA PROGRAMED INSTRUCTION	* 91/66/METHO
VEHICLE	THE PERFORMANCE OF ORGANIZATIONAL MAINTENANCE BY TRACK>VEHICLE<MECHANICS AND MAINTENANCE SERGEANTS	93/64/MOBIL
VEHICLES	RECOGNITION OF>VEHICLES<BY OBSERVERS LOOKING INTO A SEARCHLIGHT BEAM	22/58/ARMRN
	HUMAN FACTORS IN THE AIR CUSHION>VEHICLES<(ACV)	109/62/OVERD
VERBAL	THE INFLUENCE OF PRACTICE FRAMES AND>VERBAL<ABILITY ON PROGRAMED INSTRUCTION PERFORMANCE	183/66/BR-11
	INFLUENCE OF INSTRUCTIONS ON>VERBAL<REPORT OF VISUAL SENSATIONS UNDER REDUCED SENSORY INPUT	* 46/58/ENDOR
	DEVELOPMENT OF A>VERBAL<MEASURE FOR USE IN STRESS STUDY	54/59/FIGHT
	RELATIVE USEFULNESS OF ACTIVE PARTICIPATION &>VERBAL<DESCRIPTION TECHNIQUES, TARGET DETECTION TRNG	* 59/62/FIREP
	THE EFFECTS OF>VERBAL<AND NON-VERBAL KNOWLEDGE OF RESULTS ON DETECTION PERFORMANCE	196/63/GENRL
	>VERBAL<LEARNING AND RETENTION AS A FUNCTION OF THE NUMBER OF COMPETING ASSOCIATIONS	79/56/LIMIT
	>VERBAL<PAIRED-ASSOCIATE LEARNING AS A FUNCTION OF GROUPING SIMILAR STIMULI OR RESPONSES	90/63/METHO
	SUPPLEM. RPT->VERBAL<PAIRED-ASSOCIATE LEARNING AS FUNCTION OF GROUPING SIMILAR STIMULI OR RESPONSES	* 91/64/METHO
	>VERBAL<DEFENSE	111/55/PLATT
	>VERBAL<COORDINATION AND PERFORMANCE IN SMALL MILITARY TEAMS	157/64/UNIFE
	>VERBAL<MEDIATION IN REVERSE ASSOCIATION- THE ROLE OF TEMPORAL FACTORS	180/65/03/BR
VERBALIZATION	VISUAL SENSATIONS EXPERIENCED IN THE DARK AS A FUNCTION OF INSTRUCTION AND PRIOR>VERBALIZATION<	178/62/BR-6
	INFLUENCE OF PRIOR>VERBALIZATION<AND INSTRUCTIONS ON VISUAL SENSATIONS UNDER REDUCED SENSORY INPUT	* 46/58/ENDOR
	EFFECTS OF>VERBALIZATION<AND INFORMATION ON PROBLEM SOLVING IN PROGRAMMED LEARNING	91/64/METHO
	EFFECTS OF WRITTEN>VERBALIZATION<AND TIMING OF INFORMATION ON PROBLEM SOLVING IN PROGRAMED LEARNING	91/66/METHO
VERTICAL	TARGET DETECTABILITY ON AN A-SCOPE AS INFLUENCED BY>VERTICAL<AND HORIZONTAL VIDEO AMPLIFICATION	162/62/VIGIL
VICTORY	>VICTORY<BEFORE DAWN/ ARMOR NIGHT GUNNERY	23/59/ARMRN
VIDEO	TARGET DETECTABILITY ON AN A-SCOPE AS INFLUENCED BY VERTICAL AND HORIZONTAL>VIDEO<AMPLIFICATION	162/62/VIGIL
VIETNAM	A SECOND LOOK AT>VIETNAM<	16/67/ACTN
	SOME LANGUAGE ASPECTS OF THE U.S. ADVISORY ROLE IN SOUTH>VIETNAM<	85/63/MALT
VIETNAMESE	DESIGN OF A SHORT, AUTOMATED COURSE IN>VIETNAMESE<: AN INTERIM REPORT	85/63/MALT
	DEVELOPMENT OF A SHORT, PRACTICAL, PROGRAMMED>VIETNAMESE<COURSE	85/65/MALT
	A SHORT>VIETNAMESE<LANGUAGE PROGRAM: TRAINING COURSE AND RESEARCH VEHICLE	85/65/MALT
	PROGRAMED LEARNING IN>VIETNAMESE<: CONSTRUCTION AND EVALUATION OF A SHORT PRACTICAL LANGUAGE COURSE	86/67/MALT
VIEWING	EFFECT OF OBSERVER LOCATION,>VIEWING<METHOD ON TARGET DETECTION WITH 18-IN TANK-MOUNTED SEARCHLIGHT	* 25/64/ARMRN
	RADAR TARGET DETECTION AS A FUNCTION OF SEARCH AREA AND>VIEWING<DISTANCE	164/65/VIGIL
VIGILANCE	>VIGILANCE<AS A FUNCTION OF SENSORY DEPRIVATION AND SOCIAL ISOLATION	179/63/BR-6
	STUDIES OF SENSORY DEPRIVATION ON VIGILANCE: I. PROGRESS IN DEVELOPMENT OF VISUAL>VIGILANCE<TASK	* 47/58/ENDOR
	NOTES ON AN AUDITORY>VIGILANCE<TECHNIQUE	48/61/ENDOR
	SOME EFFECTS OF DIFFERENTIAL PRETASK INSTRUCTIONS ON AUDITORY>VIGILANCE<PERFORMANCE	175/67/ES-54
	THE ROLE OF EXPECTANCY IN AUDITORY>VIGILANCE<	193/60/GENRL
	AUDITORY>VIGILANCE<IN REPEATED SESSIONS	194/61/GENRL
	EFFECTS OF INTELLIGENCE ON>VIGILANCE<: A REPLICATION	194/61/GENRL
	PERFORMANCE OF MENTAL DEFICIENTS ON A SIMPLE>VIGILANCE<TASK	193/61/GENRL
	>VIGILANCE<: A COMPARISON IN AUDITORY, VISUAL, AND COMBINED AUDIO-VISUAL TASKS	196/62/GENRL
	THE EFFECTS OF KNOWLEDGE OF RESULTS (TRUE AND FALSE) ON>VIGILANCE<PERFORMANCE	195/62/GENRL
	SUSTAINED>VIGILANCE<I - SIGNAL DETECTION DURING A 24-HOUR CONTINUOUS WATCH	195/62/GENRL
	THE EFFECTS OF REWARD AND KNOWLEDGE OF RESULTS ON THE PERFORMANCE OF A SIMPLE>VIGILANCE<TASK	195/62/GENRL
	>VIGILANCE<PERFORMANCE UNDER CONDITIONS OF REDUNDANT AND NONREDUNDANT SIGNAL PRESENTATION	196/63/GENRL
	>VIGILANCE<PERFORMANCE UNDER CONDITIONS OF SINGLE VERSUS MULTIPLE-TYPE SIGNAL PRESENTATION	196/63/GENRL
	EFFECT OF INCREASING SIGNAL LOAD ON DETECTION PERFORMANCE OF A>VIGILANCE<TASK	197/64/GENRL
	THE ROLE OF EXPERIMENTER ATTITUDE AND CONTINGENT REINFORCEMENT IN A>VIGILANCE<TASK	197/64/GENRL
	>VIGILANCE<: A SYMPOSIUM	198/64/GENRL
	SUSTAINED>VIGILANCE<II: SIGNAL DETECTION FOR TWO-MAN TEAMS DURING A 24-HOUR WATCH	199/64/GENRL
	METHOD OF PRESENTATION, MODES, RESPONSE CATEGORY KNOWLEDGE OF RESULTS ON>VIGILANCE<TASK DETECTION	*199/64/GENRL
	THE RELATIONSHIP BETWEEN>VIGILANCE<AND MONOTONOUS WORK	201/66/GENRL
	>VIGILANCE<RESEARCH	161/61/VIGIL
	A SURVEY AND ANALYSIS OF>VIGILANCE<RESEARCH	162/61/VIGIL
	>VIGILANCE<PERFORMANCE AS A FUNCTION OF PAIRED MONITORING	162/62/VIGIL
	THE EFFECTS OF PAIRING, REST INTERVALS, SIGNAL RATE, & TRANSFER CONDITIONS ON>VIGILANCE<PERFORMANCE	*162/62/VIGIL
	>VIGILANCE<PERFORMANCE AS A FUNCTION OF INTERPOLATED REST	163/62/VIGIL
	THE EFFECTS OF AUTHORITARIANISM ON>VIGILANCE<PERFORMANCE	163/63/VIGIL
	>VIGILANCE<- A GUIDE TO IMPROVED PERFORMANCE	164/63/VIGIL
	>VIGILANCE<PERFORMANCE AS A FUNCTION OF TASK AND ENVIRONMENTAL VARIABLES	163/63/VIGIL
	MONETARY INCENTIVES AND>VIGILANCE<	164/64/VIGIL
VIGILANT	THE INFLUENCE OF TASK AND ENVIRONMENTAL VARIABLES ON THE MAINTENANCE OF>VIGILANT<PERFORMANCE	164/63/VIGIL
VISIBILITY	MODEL SIMULATOR STUDIES OF THE>VISIBILITY<OF MILITARY TARGETS AT NIGHT	23/58/ARMRN
	COLLECTED PAPERS, WORK UNIT ARMORNITE: HUMAN FACTORS IN ARMOR OPERATIONS UNDER LIMITED>VISIBILITY<	25/68/ARMRN
	SALVAGE THE BLIND WARRIOR/ LOW>VISIBILITY<RIFLE TACTICS	147/60/SWING
	MOONLIGHT AND NIGHT>VISIBILITY<	147/64/SWING
VISION	TEST-RETEST RELIABILITY OF AN EXPERIMENTAL MODEL OF A>VISION<TESTER FOR ARMED FORCES USE	* 22/54/ARMRN
	DISTRIB OF INSTRUMENTAL DIOPTER SETTINGS IN ARMY POPULATION, RELATION TO PERTINENT>VISION<VARIABLES	*122/54/RANGE
	EVALUATION OF AN EXPERIMENTAL ARMED FORCES>VISION<TESTER	166/54/VISIO
VISUAL	REPORTED>VISUAL<SENSATION DURING BRIEF EXPOSURE TO REDUCED SENSORY INPUT	177/62/BR-6
	>VISUAL<SENSATIONS EXPERIENCED IN THE DARK AS A FUNCTION OF INSTRUCTION AND PRIOR VERBALIZATION	178/62/BR-6
	REPORTED>VISUAL<SENSATIONS DURING BRIEF EXPOSURE TO REDUCED SENSORY INPUT	178/62/BR-6
	THE OCCURRENCE, MEASUREMENT AND EXPERIMENTAL MANIPULATION OF>VISUAL<HALLUCINATIONS	178/62/BR-6
	REPORTED>VISUAL<SENSATIONS AS A FUNCTION OF SUSTAINED SENSORY DEPRIVATION AND SOCIAL ISOLATION	178/63/BR-6
	INFLUENCE OF INSTRUCTIONS ON VERBAL REPORT OF>VISUAL<SENSATIONS UNDER REDUCED SENSORY INPUT	* 46/58/ENDOR
	STUDIES OF SENSORY DEPRIVATION ON VIGILANCE: I. PROGRESS IN DEVELOPMENT OF>VISUAL<VIGILANCE TASK	* 47/58/ENDOR
	INFLUENCE OF PRIOR VERBALIZATION AND INSTRUCTIONS ON>VISUAL<SENSATIONS UNDER REDUCED SENSORY INPUT	* 46/58/ENDOR
	>VISUAL<DETECTION, IDENTIFICATION, AND LOCALIZATION: AN ANNOTATED BIBLIOGRAPHY/LOW LIGHT LEVELS	171/68/ES-27
	FACTORS INFLUENCING THE>VISUAL<DETECTION AND RECOGNITION OF LOW-ALTITUDE AIRCRAFT	173/66/ES-44
	EFFECTS OF PRACTICE ON>VISUAL<MONITORING	194/61/GENRL
	EFFECTS OF INTELLIGENCE ON SIGNAL DETECTION IN>VISUAL<AND AUDITORY MONITORING	194/61/GENRL
	VIGILANCE: A COMPARISON IN AUDITORY,>VISUAL<, AND COMBINED AUDIO-VISUAL TASKS	196/62/GENRL
	THE EFFECTIVENESS OF>VISUAL<DEMONSTRATIONS OF SIGNS OF MALFUNCTION AND WEAR IN EQUIPMENT	93/62/MOBIL
	A FIELD STUDY COMPARISON OF>VISUAL<SEARCH METHODS IN AERIAL OBSERVATION	102/59/OBSER
	A FIELD TEST OF>VISUAL<DETECTION AND IDENTIFICATION FOR REAL AND DUMMY TARGETS	102/59/OBSER
	TRAINING MATERIALS FOR AERIAL OBSERVER INSTRUCTION IN BASIC>VISUAL<SKILLS	103/62/OBSER
	TRAINING RESEARCH ON LOW ALTITUDE>VISUAL<AERIAL OBSERVATION- DESCRIPTION OF FIVE FIELD EXPERIMENTS	*102/62/OBSER
	A REVIEW OF THE ANALYSIS OF>VISUAL<DISCRIMINATION IN HELICOPTER CONTROL/ PILOT TRAINING/ SIMULATION	133/66/ROTOR
	THE ACCURACY OF TWO MODES OF RADAR TRACKING FOR TWO>VISUAL<NOISE LEVELS	161/60/VIGIL
VOCABULARY	A SELF-INSTRUCTIONAL TACTICAL LANGUAGE COURSE IN RUSSIAN/ INTERROGATION/>VOCABULARY<SELECTION	39/65/CONTA
VOLUNTEER	DESERT ROCK V- REACTIONS, TROOP PARTICIPANTS, FORWARD>VOLUNTEER<OFFICER GROUPS TO ATOMIC EXERCISES	* 43/53/DR-V
VOLUNTEERS	EXPLORATION FOR GUTTMAN SCALES IN A STUDY OF AIRBORNE>VOLUNTEERS<	166/54/VOLAI
	A COMPARISON BETWEEN>VOLUNTEERS<FOR THE AIRBORNE AND OTHER BASIC TRAINEES (NON-VOLUNTEERS)	*166/54/VOLAI
	A COMPARISON BETWEEN>VOLUNTEERS<WHO SUCCESSFULLY COMPLETE AIRBORNE TRAINING AND THOSE WHO FAIL	*166/54/VOLAI
WANG TSUN-MING	>WANG TSUN-MING<, ANTI-COMMUNIST - AN AUTOBIOGRAPHICAL ACCOUNT OF CHINESE COMMUNIST THOUGHT REFORM	150/54/TICK
WAR	COMMITTEE PROBLEM-SOLVING TECHNIQUES AT THE NATIONAL>WAR<COLLEGE	112/54/POLIC
WARFARE	PSYCHOLOGICAL WARFARE JOB REQUIREMENTS & TRAINING- EVAL OF PSYCHOLOGICAL>WARFARE<SCHOOL CURRICULUM	*115/56/PSYJO
	PSYCHOLOGICAL>WARFARE<JOB REQUIREMENTS & TRAINING- EVAL OF PSYCHOLOGICAL WARFARE SCHOOL CURRICULUM	*115/56/PSYJO
WEAPON	COLLECTED PAPERS UNDER WORK UNIT FORECAST: METHOD OF TRAINING FOR ELECTRONIC>WEAPON<SYSTEMS	64/68/FOREC
	THE MAN-RIFLE>WEAPON<IN ATOMIC WAR	191/58/GENRL

WEAPON	SOME RELATIONSHIPS BETWEEN TRAINING RESEARCH AND HUMAN ENGINEERING IN THE DESIGN OF>WEAPON<SYSTEMS	193/60/GENRL
	SOME PROBLEMS IN PREDICTING TRAINING REQUIREMENTS FOR FUTURE>WEAPON<SYSTEMS	160/60/UPSTR
	ANTICIPATING TRAINING REQUIREMENTS FOR FUTURE>WEAPON<SYSTEMS	160/60/UPSTR
	PROCEDURES FOR OBTAINING HUMAN FACTORS INFORMATION AS PART OF>WEAPON<SYSTEM DESIGN, DEVELOPMENT	*160/61/UPSTR
	THE PREDICTION OF TRAINING REQUIREMENTS FOR FUTURE>WEAPON<SYSTEMS	160/61/UPSTR
	THE PREDICTION OF TRAINING REQUIREMENTS FOR FUTURE>WEAPON<SYSTEMS	160/62/UPSTR
	PREDICTION OF TRAINING REQUIREMENTS FOR FUTURE>WEAPON<SYSTEMS: PERSONNEL SUPPORT SYSTEM R&D PROCESS	*160/63/UPSTR
WEAPONS	HUMAN RESOURCES RESEARCH IN MANAGING THE>WEAPONS<SYSTEM	160/58/UPSTR
WEAR	THE EFFECTIVENESS OF VISUAL DEMONSTRATIONS OF SIGNS OF MALFUNCTION AND>WEAR<IN EQUIPMENT	93/62/MOBIL
WEARING	EFFECT OF>WEARING<THE CBR PROTECTIVE MASK UPON THE PERFORMANCE OF SELECTED INDIVIDUAL COMBAT SKILLS	*114/59/PROTE
	EFFECT OF>WEARING<THE CBR PROTECTIVE MASK UPON THE PERFORMANCE OF SELECTED INDIVIDUAL COMBAT SKILLS	*114/60/PROTE
WEATHER	A SURVEY OF HUMAN FACTORS IN MILITARY PERFORMANCE IN EXTREME COLD>WEATHER<	36/60/COLDS
	COLD>WEATHER<OPERATIONAL TRAINING OF INFANTRY FORCES IN THE STRATEGIC ARMY CORPS	36/64/COLDS
	HUMAN FACTORS IN COLD>WEATHER<OPERATION	197/64/GENRL
	HUMAN FACTORS IN CBR OPERATIONS: CBR PROTECTION ON PERFORMANCE OF COMBAT SKILLS IN HOT>WEATHER<(U)	*114/61/PROTE
WEBER	>WEBER<'S LAW APPLIED TO DISTANCE ESTIMATION	173/67/ES-44
WHOLE	A COMPARISON OF>WHOLE<VERSUS PART METHODS OF MARKSMANSHIP TRAINING	167/54/WHOLE
	>WHOLE<AND PART METHODS IN LEARNING A PERCEPTUAL MOTOR SKILL	167/55/WHOLE
WORD	THE EFFECT OF UNIDIRECTIONAL PRIMARY>WORD<ASSOCIATIONS ON A-B, C-A PAIRED-ASSOCIATE TRANSFER	180/67/BR-8
WORK	THE RELATIONSHIP BETWEEN VIGILANCE AND MONOTONOUS>WORK<	201/66/GENRL
	A DESCRIPTION OF>WORK<FLOW IN SUPPORT OF A HAWK MISSILE SYSTEM	95/64/MOSAI
	STRUCTURES, TRAINING PROCEDURES, AND OPERATIONS OF SMALL>WORK<GROUPS	157/65/UNIFE
WORKSHOP	THE TEXT OF AN ORIENTATION>WORKSHOP<IN AUTOMATED INSTRUCTION	149/62/TEXTR
WRITING	SHOP TALK AND TECHNICAL>WRITING<	193/61/GENRL
WRITTEN	EFFECTS OF>WRITTEN<VERBALIZATION AND TIMING OF INFORMATION ON PROBLEM SOLVING IN PROGRAMED LEARNING	91/66/METHO
ZERO	TRAINFIRE>ZERO<	153/57/TRANF
1000-RANGE	THE RELATIONSHIP BETWEEN>1000-RANGE<AND KNOWN-DISTANCE RANGE RIFLE SCORES	156/53/TRIGG
90MM	THE EFFECTIVENESS OF>90MM<TANK GUN FIRE AGAINST THE 18-INCH SEARCHLIGHT (U)	23/59/ARMRN
	THE EFFECT OF INCREASED SUBCALIBER SUBSTITUTION TRAINING ON>90MM<GUNNERY PROFICIENCY	65/55/GUNNE

DOCUMENT CONTROL DATA - R & D

(Security classification of title, body of abstract and indexing annotation must be entered when the overall report is classified)

1. ORIGINATING ACTIVITY *(Corporate author)*
Human Resources Research Office
The George Washington University
Alexandria, Virginia 22314

2a. REPORT SECURITY CLASSIFICATION
Unclassified

2b. GROUP

3. REPORT TITLE
HUMAN RESOURCES RESEARCH OFFICE BIBLIOGRAPHY OF PUBLICATIONS, AS OF 30 JUNE 1968

4. DESCRIPTIVE NOTES *(Type of report and inclusive dates)*
Cumulative Bibliography

5. AUTHOR(S) *(First name, middle initial, last name)*

6. REPORT DATE
September 1968

7a. TOTAL NO. OF PAGES
289

7b. NO. OF REFS

8a. CONTRACT OR GRANT NO.
DA 44-188-ARO-2

b. PROJECT NO.
2J024710A712 01

c.

d.

9a. ORIGINATOR'S REPORT NUMBER(S)

9b. OTHER REPORT NO.(S) *(Any other numbers that may be assigned this report)*

10. DISTRIBUTION STATEMENT

11. SUPPLEMENTARY NOTES
Listing of HumRRO research publications and by-products, for use by personnel concerned with training

12. SPONSORING MILITARY ACTIVITY
Office, Chief of Research and Development
Department of the Army
Washington, D.C.

13. ABSTRACT

This bibliography is divided into three main sections. Part I is a separate listing of FY 1968 publications, arranged chronologically under code name or type of research other than Work Unit or under a general section (the Part I list also includes some papers from previous years that were published in FY 1968 as Professional Papers). Part II is a similarly arranged listing of all material that has been published by HumRRO under the Department of Army contract, and incorporates the 1968 titles from Part I. Part III is a collection of research by-products and other experimental materials, such as specific training programs or technical manuals; these are briefly described under research code names or general categories, with citation of publications in which they appear or to which they are related. Appendix A lists all Technical Reports, as well as reports published in earlier reporting categories, and the papers that have been published in the Professional Paper series; Appendix B lists, by HumRRO research division, all Work Units that have resulted in any published items. An author index and an extensive key-word-out-of-context (KWOC) index are provided to assist the user in locating desired information.

14. KEY WORDS	LINK A		LINK B		LINK C	
	ROLE	WT	ROLE	WT	ROLE	WT
Army Training						
Bibliography						
Human Factors Research						
Military Training Research						
Psychological Research						
Professional Papers						
Research By-Products						
Research Presentations						
Research Publications						
Technical Reports						

ERIC Clearinghouse
MAY 6 1969
on Adult Education

The George Washington University
HUMAN RESOURCES RESEARCH OFFICE

DIRECTOR'S OFFICE
300 North Washington Street • Alexandria, Virginia 22314

Director	Dr. Meredith P. Crawford
Associate Director	Dr. William A. McClelland
Assistant Director for Operations	Dr. Robert G. Smith, Jr.
Assistant Director for Planning	Dr. Carl J. Lange
Assistant Director for Reporting	Dr. Eugene A. Cogan
Business Administrator	Mr. C.W. Smith

RESEARCH DIVISIONS

HumRRO Division No. 1 (System Operations) 300 North Washington Street Alexandria, Virginia 22314	Dr. J. Daniel Lyons Director of Research
HumRRO Division No. 2 (Armor) Fort Knox, Kentucky 40121	Dr. Donald F. Haggard Director of Research
HumRRO Division No. 3 (Recruit Training) Post Office Box 5787 Presidio of Monterey, California 93940	Dr. Howard H. McFann Director of Research
HumRRO Division No. 4 (Infantry) Post Office Box 2086 Fort Benning, Georgia 31905	Dr. T. Owen Jacobs Director of Research
HumRRO Division No. 5 (Air Defense) Post Office Box 6021 Fort Bliss, Texas 79916	Dr. Robert D. Baldwin Director of Research
HumRRO Division No. 6 (Aviation) Post Office Box 428 Fort Rucker, Alabama 36360	Dr. Wallace W. Prophet Director of Research
HumRRO Division No. 7 (Language and Area Training) 300 North Washington Street Alexandria, Virginia 22314	Dr. Arthur J. Hoehn Director of Research